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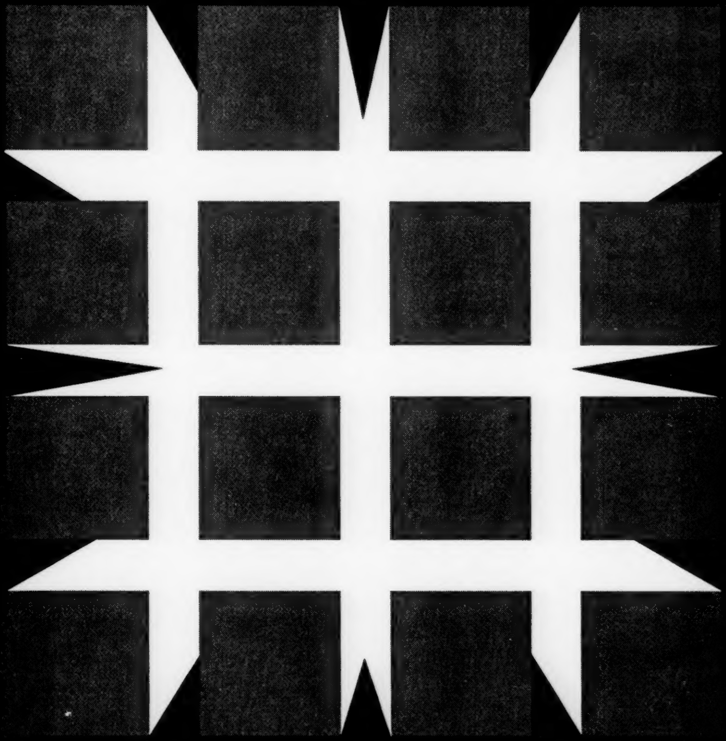
VOLUME 33/NUMBER 3

RIE

RESOURCES IN EDUCATION

ED 412 329 — 413 411



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RIE

RESOURCES IN EDUCATION

ED 412 329 - 413 411
March 1998
Volume 33/Number 3

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Resources in Education (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH — Clearinghouse
CIJE — *Current Index to Journals in Education*
Comp. — Compiler
DHEW — Department of Health, Education, and Welfare
Ed. — Editor
ED — Accession Number Prefix (ERIC Document)
— Department of Education
EDRS — ERIC Document Reproduction Service
EJ — Accession Number Prefix (ERIC Journal Article)
ERIC — Educational Resources Information Center
GPO — Government Printing Office
MF — Microfiche
NIE — National Institute of Education
OE — Office of Education
OERI — Office of Educational Research and Improvement
PC — Paper Copy
RIE — *Resources in Education*
SN — Scope Note
UF — Used For

Library of Congress Cataloging in Publication

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(Continued on next card)
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Indexes:
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Introduction

Resources In Education (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: ***Resources In Education*** is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in ***Resources In Education***, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent tissue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in ***Resources in Education*** (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How to Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order ***Resources In Education***".

DOCUMENT SECTION

ERIC® Ready Reference #3
Revised August 1997

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Institution.
(Organization where document originated.)

Date Published

Contract or Grant Number

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Abstractor's Initials

ED 654 321 CE 123 456
Butler, Kathleen *Smith, B. James*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — ISBN-0-3333-5568-1; OERI-91-34
Pub Date — May 92
Contract — RI900000
Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).
Language —English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 1992
PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

		Page
AA	– ERIC Processing and Reference Facility	1
CE	– Adult, Career, and Vocational Education	1
CG	– Counseling and Student Services	21
CS	– Reading, English, and Communication	33
EA	– Educational Management	50
EC	– Disabilities and Gifted Education	64
FL	– Languages and Linguistics	76
HE	– Higher Education.	87
IR	– Information & Technology	112
JC	– Community Colleges	131
PS	– Elementary & Early Childhood Education	140
RC	– Rural Education and Small Schools	157
SE	– Science, Mathematics, & Environmental Education	166
SO	– Social Studies/Social Science Education	189
SP	– Teaching and Teacher Education	195
TM	– Assessment and Evaluation	204
UD	– Urban Education	210

AA

ED 412 329 AA 001 290

Resources in Education (RIE). Volume 33, Number 3.

Computer Sciences Corp., Laurel, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897

Pub Date—1998-03-00

Contract—RR94002001

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $77 (Domestic), $96.25 (Foreign).

Journal Cit—Resources in Education; v33 n3 Mar 1998

Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 412 330 CE 073 944

Boshier, Roger

Theoretical Perspectives on Fishing Vessel Accidents and Their Prevention.

Pub Date—1996-10-00

Note—51p.; Paper presented at the Annual Conference of the National Search and Rescue Secretariat (Dartmouth, Nova Scotia, Canada, October 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accident Prevention, Accidents, Adult Learning, *Boat Operators, *Educational Change, Educational Theories, Foreign Countries, *Maritime Education, Navigation, Risk Management, Safety, *Safety Education, *Seafarers, Vocational Education

Identifiers—Canada, Fishing, *Fishing Industry

Fishing vessel accidents occur because of complex interactions of human, technical, and environmental factors. Although they usually occur because of human actions, thoughts, or behavior, investigators and prevention educators are preoccupied with technical matters and equipment. Equipment, machinery, weather, and other objective facts are important, but these perspectives must be broadened. Accident investigators and prevention educators should ground their strategies in interpretivist, radical humanist, radical structuralist, and functionalist approaches. These different perspectives were used to analyze what happened during the loss of the Scotia Cape, a Canadian fishing vessel that sank. The Transportation Safety Board investigation has determined it probably rolled over and sank because of "free surface effect," which is important as a result, not a cause, of the accident. The cause resides in the unequal power relations between the company and crew and between the skipper and crew, in their "false consciousness," and in their subjectively derived notions of safety and risk. Prevention programs informed by interpretivist, radical humanist, radical structuralist, and functionalist perspectives would involve use of techniques that elicit and make use of the learner's background and experience. Because the fishing fleet is highly differentiated, content would be adapted to local circumstances. Prevention education processes would be participatory—involve fewer lectures and more active collaboration with learners. (60 references) (YLB)

ED 412 331 CE 074 475

Werner, Evelyn C., Comp. Harmon, Cheryl M., Comp.

Commonwealth of Pennsylvania Adult Education Section 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1995-1996.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—1997-07-00

Note—43p.

Available from—Educational Resources and Learning Technologies Office, 333 Market Street, 11th Floor, Resource Center, Harrisburg, PA 17126-0333.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, Action Research, Adult Basic Education, *Adult Literacy, Adult Reading Programs, Career Guidance, Computer Uses in Education, Correctional Education, *Demonstration Programs, Education Work Relationship, Educational Practices, Educational Technology, English (Second Language), Entrepreneurship, Family Literacy, Followup Studies, High School Equivalency Programs, Information Networks, Institutes (Training Programs), Intergenerational Programs, Job Training, Learning Disabilities, *Literacy Education, Partnerships in Education, Program Administration, Program Development, Public Relations, School Community Relationship, *Statewide Planning, Summer Programs, Tutoring

Identifiers—353 Project, *Pennsylvania

This document presents abstracts for 30 projects that were conducted in Pennsylvania in fiscal year 1995-1996 with federal funds allotted to strengthen adult basic and literacy education through experimentation with new methods, programs, and techniques and professional development for personnel working in adult basic education programs. Among the types of projects profiled are the following: local high school diploma program for adults; action research for staff development; program to improve access to adult education; adult education-community partnership; program teaching basic skills through online services; citywide network for literacy providers; development of a model collaborative family literacy program; English-as-a-Second-Language online action research project; jail-to-job program; reading program for parents and preschoolers; development of the Pennsylvania Adult Literacy Practitioner Inquiry Network; research on guidelines for effective use of assessment; statewide staff development project; summer institute for correctional educators; development of a trainer-of-trainers model; tutor-assisted computerized reading instruction; and development of a plan for using technology in adult education. Each abstract contains some or all of the following: program title; identifying number; statement of purpose; procedures; summary of findings; comments; product(s); name and address of project director; and descriptors. Also included are an index of descriptors and index by agency. (MN)

ED 412 332 CE 074 621

Manzo, David

The Influence of Federal and State Welfare Reform on Adult Education.

Pub Date—1997-00-00

Note—17p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, Agency Cooperation, Basic Skills, Competency Based Education, *Cooperative Programs, Coordination, Economically Disadvantaged, *Employment Programs, Federal Government, Federal Legislation, Government School Relationship, High School Equivalency Programs, Literacy Education, Remedial Instruction, School Business Relationship, State Government, State Programs, Statewide Planning, *Welfare Recipients, *Welfare Services

Identifiers—*Pennsylvania, *Personal Responsibility and Work Opp Recon Act, Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 gives states the opportunity to devise unique welfare programs that include client participation in educational activities. States receive block grants rather than funds earmarked for certain kinds of programs. Pennsylvania's welfare reform plan permits welfare clients to participate in educational activities after their work requirement hours are fulfilled and to establish "Individual Development Accounts" to save money for educational activities at approved institutions. The plan allows welfare-to-work program providers to provide 4 weeks of remedial education. Clients may participate in educational activities based on the Welfare Department's very flexible guidelines and the caseworker's opinion. Northampton Community College's Adult Literacy program shows specific effects of Pennsylvania's reform plan. After a mandated 8-week job search program, students participate in such programs as English as a second language, adult basic education, general equivalency diploma, welfare to work, single point of contact, and short-term training programs. The college offers 20-week classes and welfare-to-work programs funded through a collaborative effort between the Welfare Department and labor and industry. These programs integrate basic education skills and world-of-work components. New funding sources have been located. Collaboration is seen as the major factor that distinguishes successful and thriving providers of adult education services. (YLB)

ED 412 333 CE 074 667

Burge, Elizabeth J. Carter, Nicola M.

It's Building, But Is It Designing? Constructing Internet-Based Learning Environments.

Pub Date—1997-06-00

Note—15p.; Paper presented at the World Conference of the International Council for Distance Education (18th, University Park, PA, June 2-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, Cognitive Structures, *Computer Software Development, *Computer Uses in Education, *Constructivism (Learning), Courseware, *Design, *Distance Education, Educational Environment, Foreign Countries, Instructional Development, *Internet

Identifiers—New Brunswick

At Canada's University of New Brunswick (UNB), adult educators and computer experts jointly identified criteria for designing UNB's new Internet-based distance education delivery system called PSyCo (Presentation System for Courses). The 10 criteria that became the PSyCo blueprint were based on principles from three areas: architecture and design, cognitive environments and constructivism, and adult learning. Initially, the PSyCo system was designed to act metaphorically as the foundation, exterior, and interior walls of an unfurnished building rather than as another transmission vehicle unloading masses of information on learners. As a result, the software development team focused on function and virtually ignored aesthetics. The team also failed to consider the fact that students did not necessarily own the same high-end equipment. Eventually, input was sought from end users, and a visual design expert was brought into the project. Ten recommendations were developed for designers of Internet-based delivery systems in human dynamics terms through a process that models the constructivist view of learning. Software designers were advised to do the following: keep to real-world scenarios and problems; accept self-responsibility in declaring conflicting needs and staying the course; and acknowledge value-laden differences in skills, styles, and objectives. (Contains 25 references) (MN)

ED 412 334 CE 074 715

Venner, Sandra

Realities and Choices: Helping States Enhance Family Economic Security.

Tufts Univ., Medford, MA. Center on Hunger, Poverty and Nutrition Policy.

Pub Date—1997-02-00

Note—43p.

Available from—Center of Hunger, Poverty, and Nutrition Policy, Tufts School of Nutrition Science and Policy, Medford, MA 02155 ($8).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Block Grants, Comparative Analysis, Day Care, Early Childhood Education, Economic Factors, *Economic Impact, Economic Status, Educational Needs, Employment Level, *Family Financial Resources, Family Income, Family Needs, Federal Legislation, Health Insurance, Job Skills, Policy Formation, Poverty, Program Effectiveness, *Public Policy, State Programs, *Statewide Planning, *Welfare Recipients

Identifiers—*Welfare to Work Programs, *Working Poor

This document, which is designed to help state administrators and legislators formulate policies enhancing family economic security, summarizes research findings regarding barriers to economic self-sufficiency and policies used by various states to improve poor family's available work opportunities and economic security. Discussed in the document's three sections are the following: barriers to employment and self-sufficiency (lack of health care coverage; lack of affordable, available, and reliable child care; lack of education and job skills needed for employment; lack of jobs with adequate income); state choices for improving work opportunities (providing health care coverage, maximizing child care resources, meeting the work participation requirement, opting out of required community service participation, providing assistance beyond block grant time limits, setting aside additional funds in carry-over accounts); and state choices that increase income and assets (disregarding earnings in determining benefit levels, using asset allowances in determining eligibility). Appended are facts about poor families and public assistance and experiences of past welfare-to-work programs and a 13-item list of resources about additional provisions in the new welfare law. The document contains 41 references and fact sheets on welfare-to-work issues and 20 questions for assessing block grant-funded state welfare programs' impact on families' economic viability. (MN)

ED 412 335 CE 074 716

Cumming, Jim

Community-Based Learning. Adding Value to Programs Involving Service Agencies and Schools.

Dusseldorp Skills Forum, Inc., Sydney (Australia).

Report No.—ISBN-0-646-33125-6

Pub Date—1997-08-00

Note—33p.

Available from—Dusseldorp Skills Forum Incorporated, Level 7, The University Centre, 210 Clarence Street, Sydney, New South Wales 2000, Australia.

Pub Type— Books (010) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, Community Education, Community Organizations, Computer Uses in Education, Educational Benefits, Educational Practices, Educational Principles, Educational Quality, Educational Trends, Evaluation Criteria, Foreign Countries, Intermediate Grades, Internet, Program Development, *School Community Programs, *School Community Relationship, Secondary Education, *Service Learning, *Vocational Education

Identifiers—*Australia, *Community Based Education

Community-based learning (CBL) is a structured approach to learning and teaching that connects meaningful community experience with intellectual development, personal growth, and active citizenship. Enthusiasm for CBL is emerging in Australia and elsewhere because it is seen as the following: strategy for whole-school reform, especially in relation to curriculum and organizational and professional development; means of improving student learning and achievement; and a tool for regional and social development. CBL's twin goals are to improve student learning and achievement and foster community and social development. CBL is learner-centered, outcome-based, real-life, and cooperative learning. CBL may have at least seven dimensions that reflect the different types of CBL activity: charity, motivation, employment, enterprise, research, service, and advocacy. CBL programs may be initiated by service agencies or by education systems and schools. One way to generate and sustain the quality of CBL is to identify a set of criteria for assessing CBL quality. Possible criteria include the following: cooperation, outcomes, structure, integration, ownership, reflection, audience, and evaluation. A diverse range of CBL activities and programs is developing in Australia, North America, and Europe. (The report contains 17 references and 7 endnotes. Appended are examples of CBL programs and a CBL response sheet.) (MN)

ED 412 336 CE 074 717

School-Industry Programs. Some Comparisons between the States and Territories.

Dusseldorp Skills Forum, Inc., Sydney (Australia).

Report No.—ISBN-0-646-33736-X

Pub Date—1997-09-00

Note—70p.

Available from—Dusseldorp Skills Forum, Incorporated, Level 7, The University Centre, 210 Clarence Street, Sydney, New South Wales 2000, Australia.

Pub Type— Books (010) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Educational Practices, Foreign Countries, Grade 11, Grade 12, High Schools, Job Placement, National Surveys, *Partnerships in Education, *School Business Relationship, *State Programs, Student Employment, Tables (Data), *Vocational Education, *Work Experience Programs

Identifiers—*TAFE (Australia)

The nature and quality of the school-industry programs through which year 11 and year 12 Australian students incorporate periods of learning in the workplace into their senior school studies were examined to identify differences between the programs offered in Australia's various states and territories. The study was based primarily on data gathered in the 1996 national survey of school-industry programs conducted by the Australian Council for Educational Research. Despite the existence of national modules, marked differences were discovered in how individual states and states and territories interpret students' needs as they develop toward occupational competence and in how the workplace is used to meet those needs. Within individual industries, typical lengths of work placements varied widely by state. Significant gaps in provision of school-industry programs in relation to young people's job opportunities were found in many states. It was concluded that many of the differences identified have less to do with students' needs or employers' preferences than with the circumstances, traditions, and territorial imperatives of state and territorial education systems. It was recommended that the differences between Australia's states approach school-industry programs and vocational education be reduced. (Eighteen tables/figures are included. Appended are additional 16 tables/figures.) (MN)

ED 412 337 CE 074 732

Hagemo, Sharon J.

Approaches to Meeting Skill Shortages.

Pub Date—1997-09-07

Note—16p.; Paper presented at the Fall Conference of the National Association of State Directors of Vocational Technical Education Consortium (Washington, DC, September 5, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Needs, Elementary Secondary Education, *Employment Patterns, *Employment Potential, *Employment Practices, *Futures (of Society), *Job Skills, Labor Needs, Organizational Development, Postsecondary Education

Change is the most prominent characteristic of society and business today. Change is driven by people, technology, and information. In order to remain competitive in the job market, people must constantly update their knowledge. The education system must be evaluated and changed to meet the needs of the economy. Parents and educators need to become partners with businesses in the training of the future work force, and vocational education must become an integral component of the process. According to surveys in Michigan and New York, employers today rate the following as the most important job skills: no substance abuse, honesty and integrity, the ability to follow directions, the ability to read instructions, respect for others, following safety rules, and punctuality and attendance. The least important job skills include mathematics, social sciences, natural sciences, computer programming, foreign languages, art, calculus, and computers. The following shortcomings among today's employment seekers were identified: unrealistic career aspirations; employees who feel their employer "owes them something"; lack of career-related work experience; lack of reading and comprehension skills; lack of written communication skills; absence of tenacity, motivation, and commitment. Five new work roles for the information age are the following: (1) it must be made easier for all to change; (2) everything must be speeded up; (3) thinking must shift toward "new and improved"; (4) thinking should be centered on building our knowledge base; and (5) organizations must stay "in shape" for the next century. (KC)

ED 412 338 CE 074 733

Report from the Accountability Committee, National Association of State Directors of Vocational-Technical Education, September 3-6, 1997.

National Association of State Directors of Vocational Technical Education Consortium.

Pub Date—1997-09-00

Note—25p.

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Adult Education, Advisory Committees, Agency Role, Data Collection, Education Work Relationship, Evaluation Criteria, *Focus Groups, Information Dissemination, *Information Needs, Needs Assessment, Organizational Development, *Organizational Effectiveness, Position Papers, Postsecondary Education, Program Evaluation, Public Agencies, Secondary Education, State Programs, *Vocational Directors, *Vocational Education

Identifiers—*National Center for Education Statistics

On July 22, 1997, a panel of approximately 25 individuals, including members of the Accountability Committee of the National Association of State Directors of Vocational Technical Education, participated in a focus group for the following purposes: to identify the information needed for program accountability; to assess the National Center for Education Statistics' (NCES) current ability to meet those information needs; and to determine how NCES can improve its provision of information about vocational education and school-to-work programs. The focus group identified the primary purposes of collecting national data as follows: describe context and trends; describe and evaluate program practices; monitor compliance; and improve state and local programs. Data regarding the following were deemed necessary: long-term outcomes; intermediate outcomes; adults and lifelong learning; employer information; integration of academic and vocational education; linkage of classroom- and work-based learning; articulation between secondary and postsecondary education; teacher professional development; partnerships; and college/university admission practices. A review of upcoming NCES publications established that several of those publications could provide data in all the information needs areas identified. Ten recommendations about the content and format of future NCES publications were presented. (Attached is the draft of a revised Government Performance and Results Act indicator listing based on input from the focus group.) (MN)

ED 412 339 CE 074 734

Legislative Priorities for the 105th Congress.

National Association of State Directors of Vocational Technical Education Consortium.

Pub Date—1997-00-00

Note—10p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Education Work Relationship, *Educational Legislation, *Educational Needs, *Federal Legislation, Federal State Relationship, Financial Support, Government Role, Government School Relationship, Leadership, Needs Assessment, Position Papers, Postsecondary Education, Program Administration, Program Development, *Public Policy, Resource Allocation, Secondary Education, State Programs, *Vocational Directors, *Vocational Education

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, Congress 105th

The National Association of State Directors of Vocational Technical Education Consortium (NASDVTEC) supports enactment of legislation that is dedicated solely to vocational-technical education (VTE). NASDVTEC urges the 105th Congress to build on the existing foundation of a strong state role in VTE by drafting legislation that achieves the following: focus federal investment in VTE on program improvement and elimination of barriers so that all students can have access to quality programs; build and expand on the current performance standards and measures system; develop a set of common definitions for data-reporting purposes; ensure that VTE dollars flow to a single state agency as described and defined in the Carl Perkins Vocational and Applied Technology Education Act; guarantee VTE leaders and educators representation on all boards, collaborative entities, or bodies; require that 20% of VTE funds be reserved for state education leadership and administrative activities; require a state match for state administration dollars; allow states to determine the split of funds between secondary and postsecondary systems; provide at least a $2.5 billion authorization level for VTE; and require professional development, curriculum development and field testing, and assessment activities at the state level. (A 16-item legislative priorities summary is included.) (MN)

ED 412 340 CE 074 788

Bloom, Michael Burrows, Marie Lafleur, Brenda Squires, Robert

The Economic Benefits of Improving Literacy Skills in the Workplace.

Conference Board of Canada, Ottawa (Ontario).

Pub Date—1997-00-00

Note—23p.

Available from—Publications Information Center, Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H BM7, Canada; phone: 613-526-3280; fax: 613-526-5248; e-mail: pubsales@conferenceboard.ca

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Cost Effectiveness, *Economic Development, *Educational Needs, *Employee Attitudes, Employees, *Employer Attitudes, Employment Practices, Foreign Countries, On the Job Training, *Workplace Literacy

Identifiers—*Canada

A Canadian study explored the economic benefits of improving literacy skills in the workplace from the perspective of both employers and employees. The Conference Board identified and measured these benefits by conducting a survey of 40 employers, as well as by analyzing data gathered in the International Adult Literacy Survey. The study found that enhancing literacy skills in the workplace enables employers to improve the performance of their businesses in a wide variety of ways that strengthen the bottom line. Literacy skills enhancement also enables employees to attain greater success in the workplace. Emphasis has recently shifted from increasing productivity by investing in machines and equipment to investing in employee training, since investments in equipment have not resulted in as much productivity growth as needed to keep Canadians working and prospering. More highly skilled, literate people are the key to increasing productivity. At the same time, employees need to continuously acquire new skills to succeed in the modern workplace. Workers who acquire more skills have higher incomes, lower unemployment, more full-time work, and higher probability of receiving training. (KC)

ED 412 341 CE 074 825

Dixon, Bobby

Advanced Marketing/Coop Course Outline.

Morehead State Univ., KY.

Pub Date—1997-08-01

Note—46p.; For related curriculum guides, see CE 074 826-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Business Education, Career Planning, Communications, *Competency Based Education, Cooperative Learning, Economics, Educational Practices, *Employment Qualifications, Entrepreneurship, *Entry Workers, High Schools, Job Skills, Learning Activities, *Marketing, Office Automation, Teaching Guides

This document contains the information required to present a 1-year school course that is the capstone class of a 2-year marketing major and is designed for high school students wishing to develop the skills required for entry into the marketing industry. The document begins with a rationale, brief course description, list of course objectives, and list of 10 best practices identified from a review of literature about current and future workplaces. Presented next are outlines for each of the course's five units. Each outline includes an overview, unit objectives, student activities, and a topic outline. The following are among the topics discussed in the units: economic systems (the free enterprise system, world economies, the global marketplace); entrepreneurship (entrepreneurship, risk management, business plans, business finance); technology in business (computers in marketing, specialized computer technology for marketing); career planning (careers in marketing, career decisions); and communications (the communication process, listening, reading, speaking, telephone skills, writing, resumes and job interviews, electronic mail, nonverbal communication). Concluding the document are a sample final examination and rubric. An attachment constituting approximately 50% of the document includes sample student activities and teacher materials.(Contains 12 references.) (MN)

ED 412 342 CE 074 826

Warren, Brenda Sorrell, Lisa

Banking & Financial Services.

Morehead State Univ., KY.

Pub Date—1997-08-01

Note—10p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Banking, Behavioral Objectives, *Business Education, *Financial Services, High Schools, *Instructional Development, *Simulation, Teaching Guides

Identifiers—Kentucky, *School Based Enterprises

This document, which is intended for high school business teachers, outlines the plan for a course in which students gain hands-on experience in operating a bank in which students actually deposit money. The document begins with a brief course description, rationale, and list of 11 course objectives. Presented next is background information about the operation of school banks in Kentucky and the address of a person to contact for additional information. A suggested timeline and course outline are included. The topics covered in the course's six units are as follows: banking industry, training simulation, job application process, grand opening, year-end closing, and submission of work portfolio. The bibliography contains 10 references and addresses of 5 related websites. (MN)

ED 412 343 CE 074 827

Doughton, Shirley

Beginning Keyboarding, Postsecondary Level. Curriculum Guide for Improvement of Instruction in Business Subjects.

Morehead State Univ., KY.

Pub Date—1997-00-00

Note—35p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Business Correspondence, *Business Education, *Business English, Competency Based Education, Internet, *Keyboarding (Data Entry), Learning Activities, Office Automation, *Office Occupations Education, Postsecondary Education, Teaching Guides, *Word Processing

This document, which is intended for business education teachers at the postsecondary level, contains the information required to deliver a 1-semester beginning keyboarding course. The course is designed to help students develop a keyboarding speed of 30-40 words per minute and learn to use word processing software to create, store, print, and edit business and personal-use documents. The guide begins with a brief course description, rationale, list of course objectives, evidence from the research that supports the course's approach and underlying philosophy, brief discussion of assessment techniques, and list of materials and equipment needed. Presented next is a course outline that includes the topics and suggested activities to be covered in the course's four units, which cover the following topics: operating a keyboard; using formatting techniques; formatting basic business documents; and building keyboarding, word processing, and language arts skills and creating simple reports and employment documents. Appendixes constituting approximately 75% of the document contain a keyboarding technique rubric and 17 skill-building exercises and activities including the following: journal activity, group activities, review activity, multicultural timed writing activity, ethics activity, cross-curricular activity, production test, timed writing test, and Internet activity. The bibliography contains 29 references. (MN)

ED 412 344 CE 074 828

Law, Debbie Morgan, Michele

Computer Applications Course Goals, Outlines, and Objectives.

Morehead State Univ., KY.

Pub Date—1997-00-00

Note—20p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Business Education, Classroom Techniques, *Computer Literacy, *Computer Oriented Programs, Courseware, *Databases, Desktop Publishing, Educational Strategies, High Schools, *Keyboarding (Data Entry), Learning Activities, *Spreadsheets, Teaching Guides, Word Processing

This document contains a curriculum model that is designed to provide high school computer teachers with practical ideas for a 1-year computer applications course combining 3 quarters of instruction in keyboarding and 1 quarter of basic instruction in databases and spreadsheets. The document begins with a rationale and a 10-item list of recommended teaching strategies, teaching methods, and assessment tools. Presented next are a list of 14 goals for a computer applications course and a course outline that calls for structuring the 4-quarter course as follows: first quarter—operating a computer in a Windows environment, understanding copyright laws, and learning keyboarding and language skills; second quarter—formatting various documents; third quarter—formatting simple tables, using graphics tools, producing office employment documents, and processing special documents; and fourth quarter—using databases and spreadsheets. The following items are included in the more than 75% of the document that is devoted to the course's databases and spreadsheets components: exercises and handouts, final exams, final exam rubrics, test keys, information about the cost and requirements of database and spreadsheet software packages currently being used in the course; and description of a cooperative learning project. The bibliography contains 20 references. (MN)

ED 412 345 CE 074 829

Johnson, Robin McKnight, Terri Tackett, Beverly

Introduction to Computer Applications.

Morehead State Univ., KY.

Pub Date—1997-00-00

Note—61p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Education, Classroom Techniques, *Computer Literacy, *Computer Oriented Programs, *Databases, Desktop Publishing, Educational Strategies, High Schools, Keyboarding (Data Entry), *Spreadsheets, Teaching Guides, *Word Processing

This document is designed for high school teachers to use in teaching a course that introduces students to computing through hands-on experience with databases, spreadsheets, desktop publishing, and word processing. The document begins with a rationale, brief course description, list of course objectives, and list of 10 innovative teaching strategies. The remainder of the guide consists of units devoted to the following topics: word processing (improve keyboarding and language skills and use word processing software to create and format formal and simplified memorandums, reports, and business letters); desktop publishing (create documents with borders, original drawings, color; clip art, and original art; use draw and paint tools; and apply effective design principles); spreadsheets (become familiar with spreadsheet components, navigate in a spreadsheet, change cells' sizes, enter data and simple formulas, use simple formatting features, and save and print a spreadsheet); and databases (plan, create, and modify a database; enter records; format fields; show records; sort a database; execute queries to find specific information in a database; and create, format, and print database reports). The units include exercises, sample documents, and self-assessments. Contains 11 references. (MN)

ED 412 346 CE 074 830

Edwards, Denechia Morley, Madonna Potter, Derek Stapleton, Jennifer

Ninth Grade "Microcomputing and Document Processing." Curriculum Guide for Improvement of Instruction in Business Subjects.

Morehead State Univ., KY.

Pub Date—1997-00-00

Note—34p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Business Correspondence, *Business Education, Business English, Classroom Techniques, *Competency Based Education, *Computer Literacy, Educational Strategies, Grade 9, High Schools, Learning Activities, *Microcomputers, Office Automation, *Office Occupations Education, Teaching Guides, *Word Processing

This document contains the information required to deliver a 1-semester course in microcomputing and document processing that is designed for students in grade 9. The document begins with a course rationale, brief course description, list of course objectives, and list of 14 teaching strategies and suggestions for business educators to use to prepare students for information-intensive workplaces. Presented next is a course outline that includes the objectives, daily activities, and extended activities for the course's 12 units, which deal with the following topics: keyboard basics; keyboarding and the alphabet; basic formatting techniques; reports; basic, intermediate, and advanced correspondence; tables; advanced reports; and advanced tables. Concluding the guide are 11 sample activities and sample criterion and reference measures. Included among the sample activities are the following: an exercise in writing and following written instructions; a team-building exercise; a scrambled word exercise featuring computer-related vocabulary; group and individual job application exercises; an Internet scavenger hunt; and a stock market game based on an interdisciplinary approach. The bibliography contains 19 references. (MN)

ED 412 347 CE 074 831

May, Wade Tracy

A Nine Week Middle School Keyboarding Course.

Morehead State Univ., KY.

Pub Date—1997-07-31

Note—13p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, *Computer Literacy, Intermediate Grades, Internet, Junior High Schools, *Keyboarding (Data Entry), Learning Activities, Middle Schools, *Office Occupations Education, Teaching Guides, *Word Processing

This document is intended for middle school teachers delivering an introductory keyboarding course that is designed to enable students to type at a speed of 25-30 words per minute at the end of the 9-week course. The document begins with a brief discussion of the need for keyboarding skills in view of the increasing importance of computers. Presented next are the 10 objectives of the course, which is designed to teach students to type accurately, compose portfolio pieces at the keyboard, and develop basic word processing skills and an ability to maneuver on the World Wide Web. Current research is cited in support of the course's underlying philosophy, which is based on the premises that document-processing skills should be an essential component of all keyboarding instruction and keyboarding is only one part of the office operation. A unit plan is provided that outlines the general objectives and activities of the course's three units: learn the basic keyboard, compose from the keyboard, and learn to use the Internet. Concluding the document are a 25-item objective test, and a keyboarding technique rubric for a 9-week course. Contains 11 references. (MN)

ED 412 348 CE 074 832

Carroll, Melissa Justice, Glenna McCane, Greg

Office Systems. Curriculum Guide for BEOS 621, Improvement of Instruction in Business Subjects.

Morehead State Univ., KY.

Pub Date—1997-00-00

Note—65p.; For related curriculum guides, see CE 074 825-833.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Business Education, Classroom Techniques, *Competency Based Education, Computer Literacy, Computer Uses in Education, Educational Strategies, Information Processing, Internet, Learning Activities, *Office Automation, Office Management, *Office Occupations Education, *Office Practice, Postsecondary Education, Simulation, *Systems Approach, Teaching Guides, Tests, Word Processing, World Wide Web

Identifiers—Secretarys Comm on Achieving Necessary Skills

This curriculum guide contains the information required to present a postsecondary-level 10-week office systems course for students who have already completed 3 quarters of course work toward an office assistant diploma. The document begins with a course rationale, list of 10 suggested teaching strategies, and list of 9 course objected that are based on competency requirements listed in the report of the Secretary's Commission on Achieving Necessary Skills. Presented next are a course outline and outlines, objectives, and activities for each of the course's four units, which deal with the following topics: information processing (information processing systems, telecommunication systems, organization and technology); document distribution (processing mail, reprographics); administrative support functions (travel, meetings, appointment scheduling, manners and ethics); and simulation (job planning, office setup/tasks, business reports, employment portfolios). Concluding the guide are PowerPoint slides for each unit. Appendixes contain examples of assignments, activities, lesson plans, handouts, and tests. Contains 27 references and 39 pertinent website addresses. (MN)

ED 412 349 CE 074 833

Roby, Marita S.

Keyboarding I.

Morehead State Univ., KY.

Pub Date—1997-07-30

Note—36p.; For related curriculum guides, see CE 074 825-832.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Business English, *Competency Based Education, *Computer Literacy, High Schools, Internet, *Keyboarding (Data Entry), Lesson Plans, Office Automation, *Office Occupations Education, Proofreading, Teaching Guides, *Word Processing

This document contains the information required to deliver a 1-semester beginning keyboarding course designed to give high school students a basic understanding of the following: parts of a computer; keyboard functions; Windows 95; keypads; techniques for proofreading and formatting various documents; basic word processing features; capitalization and punctuation rules; word division; principles of editing; techniques producing simple tables; and use of the Internet for research. Included in the document are the following: rationale; course overview; course objectives; lesson plans for the course's 13 units; class activities; list of 14 Internet resources; keyboarding rubric for letters and memos; quiz for the proofreading unit; language arts and keypad skills worksheets; and bulletin board ideas. The unit topics are as follows: learn letter key operation; master keyboarding and language skills; get acquainted with symbol keys; learn number keypad operation; learn to center documents; master keyboarding and language skills; learn to format memos; learn block letter format; master keyboarding and language skills; learn unbound report format; learn simple table format; assess keyboarding and application skills; and participate in a keyboarding simulation on ethics—the right thing to do. (MN)

ED 412 350 CE 074 855

Career Immersion. School-to-Work Outreach Project 1997 Exemplary Model/Practice/Strategy.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Contract—H029B30142

Note—5p.; For related documents, see CE 074 856-858.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, *Career Exploration, *Cooperative Programs, Demonstration Programs, *Education Work Relationship, Educational Practices, Elementary Education, Employment Potential, Integrated Curriculum, Job Skills, Learning Activities, *School Business Relationship, Vocational Education

Identifiers—Milwaukee Public Schools WI

The Career Immersion program, which has been conducted since 1989-90 at Silver Spring Elementary School in Milwaukee, Wisconsin, introduces the world of work to students at an early age. The program's primary activities involve hands-on, school-based learning in which all students participate. Students between the ages of 3 and 13 participate in 2 program components—classroom business and in-school employment—and are guided by business and community partners. Each classroom is an independently operated business, such as a school supply business or a candy business. Through their experience of working in the businesses, students develop a greater awareness of the connection between education and work while learning beyond the regular curriculum. In-school employment provides great learning opportunities by encouraging responsibility and development of a high-quality work ethic while performing unpaid, in-school jobs such as art helper, cadet, and peer mediator. Business and community partners serve as liaisons in each of the classrooms, sharing their business expertise and assisting teachers as mentors, teachers, and business advisors. The program is successful for the following reasons: all students participate; it was initiated by staff; it is affordable; it has a unique approach to addressing school-to-work issues for elementary students; and it uses multiple teaching and learning strategies with career discovery as its theme. (KC)

ED 412 351 CE 074 856

Project Forward. School-to-Work Outreach Project 1997 Exemplary Model/Practice/Strategy.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Contract—H029B30142

Note—5p.; For related documents, see CE 074 855-858.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Career Education, Community Colleges, Cooperative Programs, Demonstration Programs, *Disabilities, *Education Work Relationship, Educational Practices, Employment Potential, *Integrated Curriculum, Job Skills, *School Business Relationship, Two Year Colleges, Vocational Education, *Work Experience Programs

Project Forward, conducted at Cape Cod Community College (Massachusetts) since 1988, provides campus-based, vocational skills instruction along with work-based experience for students with disabilities. Forty-five students aged 18-40 are currently being served by the project. The majority of the students have specific learning disabilities, whereas others have mental retardation, speech impairments, and hearing impairments. Students become involved with Project Forward through transition planning prior to graduating from high school or by referral from other postsecondary programs. The project involves the following activities: students' goals are identified; career interest inventories, vocational assessments, and aptitude and learning style assessments are conducted on an ongoing basis; job-matching and cooperative work experiences are developed by the students and instructors; students, instructors, coordinators, and invited guests receive written reports and participate in individual conferences at the end of each semester; and students graduate at the end of 2 years. Exemplary school-to-work components of the project include skills assessment, cooperative work experience, and partnerships and connecting activities. The project's success rests on these factors: the college setting that gives students opportunities to connect with peers, earn credits, gain work experience, and participate in internships; professional collaboration between educators and employers; and the dedication of the professional project staff. (KC)

ED 412 352 CE 074 857

School-to-Work Goodwill Industries. School-to-Work Outreach Project 1997 Exemplary Model/Practice/Strategy.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Contract—H029B30142

Note—5p.; For related documents, see CE 074 855-858.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Career Development, Career Education, Community Resources, Cooperative Programs, Demonstration Programs, *Education Work Relationship, Educational Practices, Employment Potential, *High Risk Students, Integrated Curriculum, Job Skills, *Learning Disabilities, Mentors, *School Business Relationship, *School Community Programs, Secondary Education, Vocational Education, Work Experience Programs

Identifiers—Goodwill Industries of America

The school-to-work program conducted by Goodwill Industries in Denver (Colorado), a collaborative effort between the public and private sector, serves 1,300 students aged 14-22 who are at risk and/or have learning disabilities. The project has both classroom-based and community-based components. In the classroom-based component, classroom facilitators, licensed by the State of Colorado, provide vocational assessment and job skills training and develop the following additional skills crucial to workplace success: goal setting, development of interpersonal relationships, money management, and accessing community resources. In the community-based component, employers and mentors come into the classroom to discuss job and career options, develop job leads, stage mock interviews, create job site visits and shadowing opportunities, and provide encouragement and guidance to students. The program includes the exemplary school-to-work components of career exploration and job-seeking skills, job shadowing, and mentorships. Program success results from these factors: staff members are committed and trained to ensure that students are equipped with the knowledge, skills, and support to obtain permanent employment; has a consistent and flexible curriculum; emphasis is placed on the success of students; focus is on the individual student; and the mentoring component enhances the involvement of community and business leaders in helping students explore career development. (KC)

ED 412 353 **CE 074 858**

Student Driven Collaborative Transitioning. School-to-Work Outreach Project 1997 Exemplary Model/Practice/Strategy.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Contract—H029B30142

Note—5p.; For related documents, see CE 074 855-857.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Career Development, *Career Education, Community Resources, *Cooperative Education, Cooperative Programs, Demonstration Programs, *Disabilities, *Education Work Relationship, Educational Needs, Educational Practices, Elementary Secondary Education, Employment Potential, *Integrated Curriculum, Job Skills, *School Business Relationship, School Community Programs, Vocational Education, Work Experience Programs

Identifiers—Kenosha School District WI

The Student Driven Collaborative Transitioning model is a comprehensive program that addresses the needs of 2,436 students with disabilities from elementary through high school in the Kenosha United School District No. 1 in Wisconsin. The majority of the students have specific learning disabilities, emotional disabilities, or mental retardation. The program includes vocational assessment, behavior management, modified general education curriculum, community networks, and medical services. Student needs are addressed cooperatively by teachers, parents, and community service providers in several ways, including yearly Individualized Education Plans, transition activities, and vocational assessment. All students are exposed to a career education curriculum that includes career awareness, exploration, preparation, and specialization. In high school, students choose courses to meet their interests and educational needs, take vocational and employability courses, and participate in cooperative work experiences. Networks are set up to connect students to the community when they graduate and to follow up afterwards. This community collaboration is an exemplary school-to-work component. The success of the model rests on these factors: its clearly defined mission; high quality leadership and staff; foundation on published research; focus on individual student needs; student, parent, and community involvement; academic and vocational education, vocational assessment, supported employment, on-the-job training, and career training opportunities; and the collaborative relationships between school, work, local colleges, community service agencies, and local businesses. (KC)

ED 412 354 **CE 074 862**

DeJoy, John S.

Adult Education: Who Participates and Why. How Providers of Adult Education Can Create a Climate Conducive to Promoting Greater Participation in Undergraduate Degree Programs.

Pub Date—1997-00-00

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Adult Education, *Adult Students, Educational Attitudes, Higher Education, Literature Reviews, Midlife Transitions, *Participation, *Student Characteristics, *Student Educational Objectives, *Student Motivation, *Undergraduate Study

The main reasons that adults participate in education are as follows: achieve personal goals/satisfaction, prepare to change careers, or advance in a current career. Adults in the 25-34 and 35-44 age groups constitute 59% of all adult learners. Of those groups, the 25-34 age group is more degree-oriented because of concern with earning the qualifications required for an employment choice or higher earnings. As adults age, they enter a "maintenance phase" of their work lives, see their careers in a more balanced perspective, and begin investing less of their ego and energy into the work world. Consequently, among adults aged 35 or older, desire for credit or certification decreases steadily with increasing age. Adult education providers seeking to promote greater participation of adult students in undergraduate degree programs must consider and speak to the different motivations and developmental tasks of adult learners in different age groups. To adults in the 35-44 age group, undergraduate degree programs should be promoted as a way of fulfilling personal goals, obtaining satisfaction and support, and gaining opportunities for socializing by interacting with other learners. Because those who are better educated tend to participate in adult learning activity, the adult education provider should recruit future learners from the pool of current learners. (MN)

ED 412 355 **CE 074 867**

Brodsky, Stanley M. Newman, Dianna L. Arroyo, Carmen G. Fabozzi, John M.

Evaluation of Tech-Prep in New York State. Final Report.

City Univ. of New York, NY. Center for Advanced Study in Education.

Spons Agency—New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.

Pub Date—1997-10-00

Note—262p.

Pub Type— Reports - Descriptive (141) — Tests/ Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrator Attitudes, Comparative Analysis, Consortia, Counselor Attitudes, *Educational Practices, High Schools, *Outcomes of Education, Program Effectiveness, Questionnaires, Regression (Statistics), State Surveys, *Statewide Planning, Student Attitudes, Tables (Data), Teacher Attitudes, *Tech Prep, Two Year Colleges, *Vocational Education

Identifiers—*New York

The effectiveness of the first 5 years of tech prep in New York was examined through a three-component evaluation. Data were obtained from three sources. First, statewide surveys and interviews obtained input from 717 teachers, counselors, and administrators and 987 students currently involved in tech prep programs in New York's 30 tech prep consortia and an additional 132 tech prep professionals and 79 students and 15 local decision makers from outside the educational system. Second, a pairs study compared the performance of 1,050 tech prep students representing 15 consortia and 804 non-tech prep students. Third, a study of best practices in tech prep programs in 28 consortia was conducted. Most program participants found tech prep beneficial to students' academic, career, and social development and to staff, schools, and the community. Compared to their non-tech prep counterparts, tech prep students earn higher grades, have better school attendance, and have higher high school graduation rates and scores on New York's Regents Competency Tests. (Sixty tables are included. Appendixes constituting approximately two-thirds of this document contain information about the following: survey and interview methodologies and respondents; pairs study coding forms and instructions; study regression models; and descriptions of 97 best practices.) (MN)

ED 412 356 **CE 074 868**

Sakya, T. M., Comp. Meyer, G. Rex, Comp.

Challenges of Education for All in Asia and the Pacific and the APPEAL Response.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—1997-00-00

Note—187p.

Pub Type— Books (010) — Reports - General (140)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Access to Education, Adult Basic Education, *Adult Literacy, Continuing Education, Conventional Instruction, Cultural Context, Economic Development, Educational Environment, Educational Objectives, Educational Trends, Financial Support, Foreign Countries, Holistic Approach, International Cooperation, *Literacy Education, Models, Nonformal Education, Outcomes of Education, *Program Development, Program Effectiveness, *Regional Planning, Special Needs Students, Tables (Data), Womens Education

Identifiers—*Asia Pacific Programme of Education for All, *Asia Pacific Region, UNESCO

This book, which is intended for practitioners and researchers engaged in education, presents a comprehensive account and analysis of the major initiatives and programs developed by the Asia and Pacific Programme of Education for All (APPEAL), which was established by the United Nations Educational, Scientific, and Cultural Organization to promote literacy and basic education in the Asia Pacific region. The following topics are discussed in the book's eight chapters: APPEAL's objectives and development within the context of Asian-Pacific culture and economic and educational trends in the region; APPEAL's consultation and implementation mechanism (APPEAL's origin, mechanisms at the regional and national levels, international cooperation and financial support); APPEAL and universal primary education (early initiatives, APPEAL's priorities and efforts to achieve universal primary education); APPEAL and eradication of illiteracy (training materials, curriculum, systems approach); APPEAL and promotion of continuing education for development (types of continuing education; program development, monitoring, and evaluation; training curriculum for continuing education personnel; development of learning centers); APPEAL and women in development (expansion of skills-based literacy programs for women and girls); development and implementation of APPEAL's response to illiteracy; and APPEAL's future. Contains 58 tables/figures and 161 chapter references and endnotes. (MN)

ED 412 357 **CE 074 869**

Morabito, Margaret Gorts

Foundations of Distance Education.

Pub Date—1997-09-30

Note—21p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community Education, Comparative Analysis, Computer Uses in Education, Conventional Instruction, Correspondence Study, *Delivery Systems, *Distance Education, Educational Attitudes, *Educational Principles, *Educational Technology, *Educational Trends, Instructional Materials, Internet, Literature Reviews, *Program Development

The foundations, development, and delivery of distance education were examined through a literature review and first-hand experience in administration and teaching in an international online school. The evolution of distance education was traced from the 1800s, when it was a print-based method of instruction conducted at a distance, through the 1960s and 1970s, when advances in technology led to large-scale use of open broadcast technology in education and development of England's Open University. Special attention was paid to the development of computer-based teleconferencing and communication in the early 1980s and establishment of the Q-Link Tutoring Center and Community College, which began in 1986 as an online academic tutoring center and soon became the first nationally available real-time community education center in the United States. Recent developments in the areas of text-based, real-time teleconferencing through self-contained online networks and the Internet were highlighted, and the implications of other technological advances for the future of distance education were discussed. It was concluded that continued technological advancement and the tremendous demand from the global community for instruction through distance delivery systems are making it imperative that traditional institutions learn to apply technology for distance learning in an affordable way. (Contains 11 references.) (MN)

ED 412 358 CE 074 871

Geis, Sonia Klein, Steven G. Caroll, C. Dennis

Continuity of Early Employment among 1980 High School Sophomores. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.

ACTION, Washington, DC. Office of Voluntary Citizen Participation.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-303; ISBN-0-16-049232-7

Pub Date—1997-09-00

Note—84p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Education Work Relationship, Educational Attainment, Employed Women, Employment Experience, Employment Level, *Employment Patterns, *Entry Workers, Followup Studies, *High Schools, Higher Education, Mothers, *Outcomes of Education, Salary Wage Differentials, Sex Differences

Identifiers—Continuity, High School and Beyond (NCES), *High School Sophomores

Data from the 1980 Sophomore Cohort of the High School and Beyond (HS&B) study were used to examine the stability of the first employment experiences of high school diploma, associate's degree, and Bachelor's degree recipients. Approximately 51% of the original HS&B sophomore cohort were included in the study. Data used in the study were collected in 1980, 1982, 1984, 1986, and 1992. Questions concerning employment and enrollment after 1986 were by necessity retrospective. High school graduates were less likely to be employed and more likely to have longer periods of not working than were associate's and bachelor's degree recipients. High school graduates who were continuously or sporadically employed in the first 18 months after graduation earned more Carnegie credits in math and English, more total academic credits, and more Carnegie credits overall than high school graduates who were not employed. Among high school graduates, likelihood of being continuously employed after graduation increased with number of hours worked per week in the junior year. Among women with a high school education, having children by 1984 was associated with a lower likelihood of continuous employment. (Twenty-one tables/figures are included. Appended are a glossary and technical notes and information on the study methodology.) (MN)

ED 412 359 CE 074 874

Cunanan, Esmeralda S. Maddy-Bernstein, Carolyn

National Exemplary Career Guidance Programs: Making the Connection, 1996.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—1997-10-00

Contract—V051A30004-97A, V051A30003-97A

Note—57p.

Available from—NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455; phone: 800-637-7652 (order no. MDS-1091, $6).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Counseling, *Career Education, *Career Guidance, Cooperative Programs, Demonstration Programs, Elementary Secondary Education, Institutional Cooperation, Models, School Counseling, Tech Prep, Technology Education, *Vocational Education

This handbook highlights six exemplary career guidance and counseling programs identified through a nationwide search in 1996. The programs can serve as models for schools in responding to the career development needs of the growing diverse student population. The handbook is organized into four chapters. Chapter 1 provides background information about the search for outstanding programs. The criteria used in determining the exemplary programs are explained in chapter 2. A description of each recognized program, with the name, phone number, and address of a contact person are presented in chapter 3. The following programs are described: (1) Area Vocational Guidance and Counseling Program (Elgin, North Dakota); (2) Career and Technology Education Guidance and Counseling Program (Haltom City, Texas); (3) Flambeau Career Guidance and Counseling Program (Tony, Wisconsin); (4) School-Wide Counseling Program to Support Tech Prep (Elk Grove, Illinois); (5) Shared Counselor Partnership Program (Houston, Texas); and (6) Van Buren Intermediate School District's Comprehensive Career Guidance Program (Lawrence, Michigan). The concluding chapter contains practical suggestions from program coordinators for effective program design and implementation. Abstracts of the 1995 and 1996 exemplary programs are appended. The handbook also contains a program rating form and a list of eight references. (KC)

ED 412 360 CE 074 877

America's New Deficit: The Shortage of Information Technology Workers.

Office of Technology Policy (DOC), Washington, DC.

Pub Date—1997-00-00

Note—38p.

Available from—Office of Technology Policy, U.S. Department of Commerce, 14th Street and Constitution Avenue, NW, Washington, DC 20230; phone: 202-482-5687; http://www.ta.doc.gov

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Science Education, *Educational Needs, Government School Relationship, Higher Education, *Information Technology, *Labor Needs, Needs Assessment, Partnerships in Education, *School Business Relationship, Supply and Demand, *Technical Education, Technical Institutes, *Technical Occupations, Two Year Colleges

According to a recent survey of midsized and large U.S. companies, approximately 190,000 information technology (IT) jobs are unfilled because of a shortage of qualified workers. The formal, four-year education system is producing only a small proportion of the workers required. IT workers can also obtain skills from two-year associate degree-granting community colleges, private-sector computer learning centers, in-house company training, and computer user groups. Severe shortages of IT workers could undermine U.S. innovation, productivity, and competitiveness in world markets. Among the factors contributing to the shortage of IT workers are the following: decline in the numbers of computer and information sciences degrees awarded; mismatches between what universities teach and what industry needs; industry practices and expectations; the need to retrain workers; underrepresentation of women and minorities in the computer science education pipeline; and limitations on immigration of skilled workers. Increasing the U.S. supply of adequately trained IT workers will require the following: better indicators and statistics; better understanding of linkages between engineering, science and technology education and training, and workplace needs; better understanding of the IT training industry; and partnerships between stakeholders in industry and education. (Ten figures and 52 endnotes are included.) (MN)

ED 412 361 CE 074 881

Towards a History of Adult Literacy in Australia. A Record of the History of Adult Literacy Weekend (Armidale, New South Wales, Australia, November 12-13, 1994). Second Edition, Revised.

Technology Univ., Sydney (Australia).

Spons Agency—National Languages and Literacy Inst., Melbourne (Australia).

Report No.—ISBN-1-875578-77-3

Pub Date—1994-11-00

Note—98p.; Product of the New South Wales Adult Literacy Research Network.

Available from—Language Australia Publications, GPO Box 372F, Melbourne, Victoria 3001, Australia.

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, *Adult Literacy, Delivery Systems, Educational Change, *Educational History, Educational Policy, Educational Practices, Educational Trends, Foreign Countries, *Government School Relationship, *Literacy Education, Program Development, Public Policy, *Weekend Programs

Identifiers—*Australia

This document contains materials about and from the "History of Adult Literacy Weekend" that was held at the University of New England in Armidale, Australia. The following papers about the weekend are included: "Foreword" (Patricia Ward, Rosie Wickert); "Introduction" (Rosie Wickert); "Focus on Oral History" (Janis Wilton); and "Arch Nelson Reminisces about Adult Literacy" (Arch Nelson). Also included are a list titled "Emerging Research Questions" that was compiled after Janis Wilton's workshop, and abstracts compiled by Rosie Wickert of six background reports. The texts of the background reports contained in this document are: "Helpful Histories" (Deborah Tyler, Lesley Johnson); "How Adult Literacy Became a Public Issue in Australia" (John Hodgens); "Introduction of 'Debating Literacy in Australia: A Documentary History 1945-1994'" (Bill Green, John Hodgens, Allan Luke); "'Fall out the Illiterates'—Lessons from a World War II Adult Literacy Program" (Darryl R. Dymock); "'An Issue of Significant Community Concern': The Postwar Development of Adult Literacy Policy and Provision in Australia" (Darryl R. Dymock); and "A Selected Chronology of Events" (James A. Draper). Several background reports contain substantial bibliographies. Appended is a list of key dates in the history of adult literacy. Contains 11 references. (MN)

ED 412 362 CE 074 882

Creating a Career Skills Portfolio. Showcasing Students' Strengths and Abilities.

Alberta Dept. of Education, Edmonton. Special Education Branch.

Report No.—ISBN-0-7732-5255-X

Pub Date—1997-09-00

Note—128p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Education, Cooperative Planning, *Employment Qualifications, Foreign Countries, *Job Skills, *Material Development, National Standards, *Partnerships in Education, *Portfolios (Background Materials), Records (Forms), School Business Relationship, Self Evaluation (Individuals), Standards

Identifiers—*Alberta

This document is intended to help students in Alberta identify skills and prepare portfolios highlighting their strengths and abilities and to help education and business leaders work together to develop a student portfolio sample promoting skills for success in education, training and work. The document is divided into two parts. Part I is a career skills portfolio sample that is based on "The Critical Skills Required of the Canadian Work Force," as depicted by the Conference Board of Canada. The sample materials are organized into five sections dealing with the following topics: identifying and communicating skills, values, and plans; identifying and communicating academic and technical skills; identifying and communicating personal management skills; identifying and communicating teamwork skills; and applying skills in project work. Part 2 is an implementation handbook that creates and guides the reader through a process for achieving the following: critical formation of business-education partnerships to spearhead portfolio projects; development of portfolios in schools; and use of portfolios in local business communities. Appended are the following: descriptions of selected portfolio initiatives in Alberta; transparency masters; promotion/marketing ideas; and sample letters. Contains 15 references. (MN)

ED 412 363 **CE 074 883**

Bouchillon, Wally S. Holmes

Preparing All Learners for Tomorrow's Work Force. Florida's Applied Technology Curriculum Planning Companion for the Sunshine State Standards.

Florida State Dept. of Education, Tallahassee. Div. of Applied Tech., Adult, and Community Education.

Pub Date—1996-00-00

Note—402p.

Available from—Division of Applied Technology, Adult and Community Education, Florida Department of Education, Room 644, Turlington Bldg., 325 West Gaines Street, Tallahassee, FL 32399-0400; phone: 800-342-9271 (order no. CE332 BK96).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Cultural Differences, Disabilities, *Education Work Relationship, Educational Change, Educational Environment, *Educational Improvement, Educational Legislation, Educational Objectives, Elementary Education, English (Second Language), High Risk Students, *Instructional Development, Integrated Curriculum, Junior High Schools, Professional Development, Secondary Education, Special Needs Students, State Curriculum Guides, State Legislation, *State Standards, *Statewide Planning, Student Evaluation, Teacher Improvement, Teaching Methods, *Technology Education, Two Year Colleges

Identifiers—*Florida

This document is designed to help local Florida communities and applied technology educators restructure their applied technologies programs to support development of the essential skills described in Florida's school-to-work initiatives. Among the topics discussed are the following: principles of Florida's School Improvement and Accountability Initiative; visioning (the importance of a local vision, applied technology vision statement); goal 3 standards as common processes and abilities for applied technology's content areas; applied technology strands, standards, and benchmarks; learning and teaching (new approaches, teaching to student diversity); curricular connections through instruction (models for curricular connections in instruction, organizational models for instructional integration, interdisciplinary units); assessment; the learning environment; professional development; and applied technology program improvement. Appendixes constituting approximately 60% of this document contain the following: Florida's applied technology vision, mission, and aim statements; Florida's School Improvement and Accountability Act goal 3 connections between student and teacher roles and standard outcomes; applied technology's "all aspects of the industry" developmental framework; applied technology's sample performance descriptions; instructional strategies for a 21st century applied technology classroom; English-as-a-second-language teaching strategies for all students; strategies for at-risk students to improve learning; and Florida state standard connections between applied technology and academic skills. (MN)

ED 412 364 **CE 074 884**

McCage, Ronald D. Olson, Chris M.

Observations Regarding a Revised Standard Occupational Classification System Using a Skills Based Concept.

Pub Date—1995-03-00

Note—66p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Classification, Cluster Grouping, *Job Analysis, *Job Skills, Models, *Occupational Clusters, *Occupational Information, Occupations, Postsecondary Education, Secondary Education, Vertical Organization, Vocational Education

Identifiers—*Dictionary of Occupational Titles, *Standard Industrial Classification

A study focused on defining what is needed to build an occupational classification system using a skills-based concept. A thorough analysis was conducted of all existing classification systems and the new Dictionary of Occupational Titles (DOT) content model so recommendations made regarding the revisions of the Standard Occupational Classification (SOC) System would be in concert with the evolving DOT Content Model. The study borrowed heavily from "Observations Regarding the Development of Occupational/Skills Clusters" (McCage 1990). Indiana was used as a scenario to illustrate how labor market information is used to drive program and curricular decisions. The systems reviewed included the following: SOC; Occupational Employment Survey (OES); Classification of Instructional Programs (CIP); DOT; NOICC [National Occupational Information Coordinating Committee] Master Crosswalk; and Prototype Skills-Based Job Family Matrix. The study recommended that SOC become the system or framework for consolidating the OES survey-based matrix, OES survey occupational codes and titles, and the current census code. Elements in each of these could be condensed around the OES matrix titles to build one system with 3-4 levels of specification for some 600-700 occupational clusters organized under 12-14 major occupational families. The Prototype Skills-Based Job Family Matrix would be a good place to start for building an hierarchical framework for the SOC and DOT. (Contains 42 references.) (YLB)

ED 412 365 **CE 074 885**

Quinnan, Timothy William

Adult Students "At-Risk." Culture Bias in Higher Education. Critical Studies in Education and Culture Series.

Report No.—ISBN-0-89789-521-5; ISSN-1064-8615

Pub Date—1997-00-00

Note—160p.; Foreword by William G. Tierney.

Available from—Bergin & Garvey, 88 Post Road West, Westport, CT 06881.

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Adult Students, *Andragogy, College Programs, *College Students, *Critical Theory, Educational Needs, Educational Philosophy, *Educational Policy, Educational Practices, *High Risk Students, Higher Education, Research Methodology

Identifiers—*Postmodernism

This book uses critical theory analysis to understand the culture of the university and how it affects the educational plans of adults. The six chapters of the book depict the areas in which adult students are victimized by academic culture. Chapter 1 provides the study's research question and investigative methodology. Chapter 2 defines the population, programs, and parameters of the study. It develops and contrasts the idea of adults "at risk" against the backdrop of traditional definitions, arguing that cultural rather than cognitive factors are responsible for the phenomenon. Chapter 3 takes a unique look at adult education for its economic implications. The analysis suggests that programs and services for older learners have been handicapped for a variety of economic reasons, most of which stem from institutional indifference in supporting adult learning endeavors. Chapter 4 describes a research study conducted to field test the assumptions of critical theory with an adult student population. Chapter 5 explores "andragogy" as the instructional science for adults and its reformulation in postmodern terms, with implications for constructing adult learning programs. Chapter 6 considers an alternative leadership model for adult education, assuming that those currently in use are lacking critical components of vision for community, student empowerment, and leadership through service. The postscript contains some final thoughts about the difficulties that adult education faces and will continue to face in the future. Contains 260 references. (KC)

ED 412 366 **CE 074 886**

Kodz, J. Atkinson, J. Perryman, S.

Exchanging Skills in Sales and Marketing.

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No. —IES-R-341; ISBN-1-85184-269-1

Pub Date—1997-00-00

Note—108p.

Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, England, United Kingdom.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Development, Educational Needs, *Employment Opportunities, Foreign Countries, Futures (of Society), *Job Skills, *Marketing, *Occupational Information, Postsecondary Education, *Sales Occupations, *Salesmanship, Secondary Education

Identifiers—*Great Britain

A study of the changing nature of skill requirements in sales and marketing occupations in Great Britain included a review of literature and 17 interviews with key sales and marketing contacts and managers and human resource professionals in large companies during Autumn 1996 and Spring 1997. Results were reported in the following areas of study: (1) the characteristics of the sales and marketing work force; (2) drivers of change; (3) skills required for sales and marketing occupations; (4) resourcing sales and marketing positions; (5) skill gaps and recruitment difficulties; (6) training and development; and (7) career progression. The study concluded that roles within sales and marketing are changing and increasingly demanding higher level skills. Therefore, it is important that education providers understand the needs of business to ensure that the training they provide is compatible with those needs. In addition, more thought should be directed to developing clear career paths for sales and marketing occupations so that more candidates with higher qualifications can be attracted into the field. (Contains 56 references.) (KC)

ED 412 367 **CE 074 888**

Proceedings of the International Symposium on Technical and Vocational Education (Beijing, China, September 13-18, 1993).

Chinese National Commission for UNESCO (China).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—1993-09-00

Note—383p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Developed Nations, Developing Nations, *Economic Development, *Educational Practices, *Foreign Countries, *Job Training, Medical Education, Postsecondary Education, Secondary Education, Teaching Methods, *Technical Education, Trade and Industrial Education, *Vocational Education, Womens Education

This document contains 28 papers: "Technical and Vocational Education in Asia and the Pacific: Regional Overview and Recent Innovations" (Muhammad Ashraf Qureshi); "Secondary Education in Austria" (Helmut Aigner); "The Development of Technical Curricula in Austria" (Helmut Aigner); "Technical and Vocational Education in Australia. Australian Country Paper"; "Achieving Industrial Relevance in Technical and Vocational Education: The Australian Approach" (Norman W. F. Fisher); "Technical Training in Brazil and Prospects for Modernization of the Country" (Iunci Picerni Bavaresco); "Vocational and Technical Education in Canada—Current Trends and Issues" (William L. Day); "The Present Situation and the Future Prospects of China's Vocational and Technical Education" (Liu Laiquan); "Technical Education and Vocational Training in Egypt" (Mohamed Ahmed El Haridy); "Technical and Vocational Education and Modernization in Germany" (Gisela Dybowski); "Technical and Vocational Education and Modernization" (Ramesh P. Gangurde); "The School Education through Technological Literacy for Pre-Vocational Education in Japan" (Tasaku Okuya); "Technical and Vocational Education in Malaysia" (Abdul Shukor Abdulllah); "Technical and Vocational Education and Modernization in

Nigeria" (Musa D. Abdullahi); "Technical and Vocational Education and Modernization" (Mohammad Ilyas); "People Empowerment" (Alcestis M. Guiang); "Summary of IIRR's [International Institute of Rural Reconstruction] China Program" (Julian Gonsalves); "Technical and Vocational Education in the Republic of Korea" (Mu Keun Lee); "Some Aspects of Vocational and Technical Education in Switzerland" (Dris Morf); "Technical and Vocational Education in Romania: Present and Perspective" (Madlem Serban); "Technical and Vocational Education in Thailand" (Charoon Shoolap); "The National Vocational Qualifications Scheme in the U.K." (John Wallis); "An Overview of Vocational Technical Education in the United States" (Ray D. Ryan, Morgan V. Lewis); "Technical Education and Industrial Training in Hong Kong" (Kam-fong Leung); "The Responsibilities of Enterprises in Technical and Vocational Education and Training under the Conditions of Market Economy" (Li Hengye); "The Development of Vocational Education for Women in China" (Li Yuhong); "Gear Our Education to the Communal Development Adapt to their Needs and Offer Our Service" (Niu Tongping); and "Three Problems Faced by China's Technical and Vocational Education En Route to Market Economy" (Meng Guangping). Six appendixes contain the agenda for the symposium, three speeches at the opening ceremony, a final report, and a list of participants. (KC)

ED 412 368 **CE 074 891**

Kincaide, Nancy A. Ferracutti Boland, Santiago D.

Distance Education in Developing Countries: Opportunities and Challenges.

Pub Date—1997-03-00

Note—7p.; Paper presented at the Annual Leading Edge Training Technologies Conference (5th, Victoria, British Columbia, Canada, March 18-19, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Computer Assisted Instruction, Computer Managed Instruction, Cultural Maintenance, *Developing Nations, *Distance Education, Educational Media, *Electronic Mail, Foreign Countries, *Global Approach, Global Education, International Cooperation, International Relations, Online Systems, Postsecondary Education, Secondary Education, *Technological Advancement, Telecourses, Vocational Education

Global civilization means simultaneously progress for everybody and destruction of the ethical and mythical nucleus of individual cultures. The role of education in the global world would be to start a universal dialogue between all the cultural groups of the world. Education will save the values now in danger, because a multicultural dialogue may rescue endangered cultures. Computer-based distance education and training in developing countries ought to fulfill the same goals as the whole educational system to prepare people for the oncoming globalization. A virtual college is one expression of a growing virtual society that also includes virtual corporations, telework, telemedicine, and teledemocracy. Many new technologies have a potential application in education: the Internet, intranets, World Wide Web, electronic mail, groupware videoconferencing, workflow, CD-ROMS, and interactive television. A virtual college project based on e-mail has been proposed. The structure includes a virtual classroom, subscription to lists, virtual library, virtual administrative office, and virtual company. Courses are organized according to a schedule that includes dates for registration, distribution of lessons, and evaluation. Students are always given a manual with course details, scheduling, curricula and specific instruction, bibliography, and information about homework evaluation, certificates, and qualification. (Contains 12 references.) (YLB)

ED 412 369 **CE 074 893**

Ploss, Adrienne J. Field, William E. Frick, Martin J.

Bridging Horizons. An Advisor's Guide to FFA Involvement for Members with Disabilities.

Future Farmers of America, Alexandria, VA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-06-00

Note—62p.

Available from—National FFA Organization, 5632 Mt. Vernon Memorial Hwy., Alexandria, VA 22309 (item BHAG, $5).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), *Agricultural Education, Check Lists, *Disabilities, Farm Visits, Federal Legislation, Secondary Education, *Student Organizations, *Student Participation, *Supervised Occupational Experience (Agriculture)

Identifiers—*Future Farmers of America

This guide is designed to provide Future Farmers of America (FFA) advisors with information to assist them in their efforts to include all youth in FFA, including those with disabilities. It addresses benefits of involving youth with disabilities and federal, state, and local legislation and regulations concerning people with disabilities. Practical suggestions are offered for changing attitudes toward students with disabilities. A section on supervised agricultural experience (SAE) programs for members with disabilities lists components of a well-designed SAE program, provides an SAE project selection checklist, and discusses task analysis of projects. Case examples are provided of youth with disabilities who have been active and successful in FFA. The next section offers practical ways to improve accessibility in the following areas: program; classroom; laboratory (shops, greenhouses, outdoor learning areas); FFA camp and fair building; and student farmstead. A brief overview of the most common types of disabilities describes general characteristics of different types of impairments and gives suggestions for how to work with youth in each respective disability area. Other contents include the following: information on scholarship opportunities for disabled students; definitions; a list of general resource people; and a list of names, addresses, and descriptions of support services and agencies. Contains 18 references. (YLB)

ED 412 370 **CE 074 894**

Levine, S. Joseph, Ed.

Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (16th, East Lansing, Michigan, October 15-17, 1997).

Michigan State Univ., East Lansing. Dept. of Agricultural and Extension Education.

Pub Date—1997-10-00

Note—208p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adult Education, Adult Educators, Age Differences, Aging (Individuals), Andragogy, *Community Education, Curriculum Development, Developing Nations, Disabilities, Educational Change, *Educational Research, Females, Foreign Countries, Labor Force, Literacy Education, Mathematics Anxiety, Participatory Research, *Research and Development, Residential Programs, Sex Differences, Sexual Harassment, Staff Development, Teacher Improvement, *Theory Practice Relationship

Identifiers—Guatemala, Transformative Learning

This proceedings contains 29 presentations: "Meaning of Participating in Technology Training" (Cynthia S. Blodgett-McDeavitt); "Applying Actor Network Theory to Curricular Change in Medical Schools" (Karen V. Busch); "Politics of Humanism" (Mary Katherine Cooper); "Reasons for the Nonparticipation of Adults in Rural Literacy Programs in Western Guatemala, Central America" (German Cutz); "Transformative Learning" (Barbara J. Daley); "Illiteracy of Literalism" (John M. Dirkx); "Linguistics of Andragogy and Its Offspring" (Trenton R. Ferro); "Social Gospel: Lindeman's Overlooked Inspiration?" (James C. Fisher); "How Learning in Residence Fosters Transformative Learning and Connected Teaching" (Jean Anderson Fleming); "Changing Math Anxiety and Attitudes with the Use of Graphics Calculators" (M. Catherine Gardner); "Adult Learning, Global Civil Society, and Politics" (Budd L. Hall); "Looking Back, Looking Forward: Reflections on the Origins of the International Participatory Research Network and the Participatory Research Group in Toronto, Canada" (Budd L. Hall); "Linking Critical Qualitative Research to Practice" (Elisabeth Hayes, Wendy Way); "Factors Influencing the Ways that Sexually Harassed Women Adult Educators Make Meaning of Their Experiences" (Eunice E. Hornsby); "Types of Sexual Harassment Perpetrated Against Women Adult Educators by Their Students" (Eunice E. Hornsby); "Trainees' Perceptions of Formal Training and Informal Learning" (Susan Klingel-Dowd); "Princess and the Pea: Professional Practical Knowledge of Female Educational Leaders" (Ruth S. Lavin); "Building a Learning Community" (Randee Lipson Lawrence); "Research and the Practitioner" (S. Joseph Levine); "She Said, He Said or a Dialogue on Gender Perspectives of Adult Education Theory and Practice" (Natalie K. Manbeck, Robert H. Bruhl); "Transformative Learning: Applications for the Development of Learning Organizations" (Sheila McCutchan); "Relationship Between Producing Published Research and Student Evaluations of Teaching of University Faculty" (James H. McElhinney, Jean Anderson Fleming); "Journal Writing as a Form of Professional Development" (Richard A. Orem); "Hesitating to Disclose" (Tonette S. Rocco); "Characteristics and Principles of University-Community Partnerships" (Lorilee R. Sandmann, Charles A. Baker-Clark); "Teaching Portfolio" (Maureen A. Shannon, Jonathan D. Rohrer); "Repeat Performance: How Adult Education Reproduces the Status Quo" (Barbara Sparks); "Aging Workforce: One University's Response" (David S. Stein. Tonette S. Rocco, Kelly M. Goldenetz); and "Adult Learning and the Uses of Biography" (Steven Weiland). (YLB)

ED 412 371 **CE 074 895**

Venezky, Richard L. Sabatini, John P. Brooks, Christine Carino, Christine

Policy and Practice in Adult Learning: A Case Study Perspective.

National Center on Adult Literacy, Philadelphia, PA.

Report No. —NCAL-TR-96-06

Pub Date—1996-06-00

Note—23p.

Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-06).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Adult Learning, *Adult Literacy, Basic Skills, Case Studies, Educational Diagnosis, Job Training, *Literacy Education, Program Effectiveness, *Public Policy, State Programs, Statewide Planning

Identifiers—*Delaware

Three case studies in adult literacy learning were conducted, with focus on instructional and policy issues. They came out of programs that, by state mandate, focus instruction around component skills through diagnostic tests, worksheets, and mastery tests. In Case 1, a learner managed to attend an adult basic education program regularly and progressed across several levels of the skill program, yet did not reach her goal of completing her high school education or its equivalent. In Case 2, the subject was described as a model student and lifelong learner, but she avoided focusing on areas in which she needed the most help. Testing revealed surprisingly low reading and vocabulary levels. In Case 3, the learner finally committed to job training. Her learning situation was characterized by insufficient diagnostic information. No examples of learning breakthroughs were found in any of the case studies. All three learners struggled to advance in basic skills. The teachers were confronted with a wider range of abilities in their classrooms than they could handle effectively and had little, if any, diagnostic information to guide their individual instruction. Because of open entry/open exit policies and a desire to allow students to set their own instructional goals, instructors usually had separate plans and materials for each student. The implication was that these policies, the instructional procedures, and the program evaluation methods should be questioned. (Contains 15 references.) (YLB)

ED 412 372 CE 074 896

Parecki, Andrea DeBruin Paris, Scott G. Seidenberg, Jennifer L.

Characteristics of Effective Family Literacy Programs in Michigan.

National Center on Adult Literacy, Philadelphia, PA.
Report No. —NCAL-TR-96-07
Pub Date—1996-00-00
Note—20p.
Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-07).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *Family Literacy, *Family Relationship, Illiteracy, *Literacy Education, Models, Preschool Education, *Program Effectiveness, Program Evaluation, Program Implementation, School Community Relationship
Identifiers—*Michigan

A study examined the broad range of family literacy programs across Michigan to document how goals, instructional practice, assessment methods, staff training, and social support for participants varied. Three established models of family literacy were identified and described: the Kenan Model, Parents as Partners in Reading (PPR), and HIPPY (Home Instruction Program for Pre-School Youngsters). Four programs were selected to demonstrate how family literacy was implemented in very different circumstances. The first three adapted nationally recognized models. The Maple Tree Even Start program adopted the Kenan Model; Allen Prison offered PPR; and a family literacy program in a large metropolitan city in southwestern Michigan adopted HIPPY. The existing models provided some guidance for programs that had little directions. All the models had problems in terms of adequately providing a complete and inclusive framework for new and existing programs. The Christian Outreach Center created its own framework by taking bits and pieces from various commercial materials and packaged curricula that could lead to a hodgepodge of materials and activities without a coherent framework. Strengths of successful programs were as follows: responsiveness to cultural, familial, and community characteristics; collaboration with surrounding agencies (social, medical, governmental, job skills programs); good referral system; and overcome barriers that would otherwise hinder increased access and participation. Weaknesses in family literacy programs were also identified: unbalanced components, inappropriate assessment, irrelevant curricula, and narrow perspective. (Contains 19 references.) (YLB)

ED 412 373 CE 074 897

Carlo, Maria S. Sylvester, Ellen Skilton

Adult Second-Language Reading Research: How May It Inform Assessment and Instruction?

National Center on Adult Literacy, Philadelphia, PA.
Report No. —NCAL-TR-96-08
Pub Date—1996-10-00
Note—57p.
Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-08).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Learning, Componential Analysis, Educational Research, Evaluation Methods, Literature Reviews, *Reading Ability, Reading Achievement, *Reading Processes, Reading Strategies, Second Language Instruction, *Second Language Learning

Research studies on how adults learn and develop second-language reading competence were considered in the context of a componential theory of reading. In particular, C. A. Perfetti's Verbal Efficiency Theory (VET) was used as a framework in which to organize and evaluate the studies' contribution to the field of second-language reading. The review focused on empirical studies of second-language reading processes ranging from low-level letter recognition processes to higher-level reading processes such as metacognitive strategy use. This research suggested that there were a variety of skills (or components) that must be acquired to become a fluent reader in a first or second language. The review covers a broad variety of studies on adults learning to read a second language—not just English, but also Japanese, Chinese, Korean, Spanish, French, German, Dutch, and Hebrew. Among the implications for instruction and evaluation in English as a Second Language were the following: the need to consider both accuracy and speed in the processing of basic reading skills as indicators of second-language reading gains; the importance of developing fluency in word decoding and developing flexible strategies for dealing with unfamiliar words, and the need to attend to changes in the nature of the cognitive processes that support skilled reading as indicators of reading progress. (Contains 105 references.) (Author/YLB)

ED 412 374 CE 074 898

Hopey, Christopher E. Harvey-Morgan, Joyce Rethemeyer, R. Karl

Technology and Adult Literacy: Findings from a Survey on Technology Use in Adult Literacy Programs.

National Center on Adult Literacy, Philadelphia, PA.
Report No. —NCAL-TR-96-12
Pub Date—1996-09-00
Note—74p.
Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-12).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, *Computer Uses in Education, Educational Research, *Educational Technology, *Literacy Education, National Surveys, Use Studies

A national survey identified the extent of computer technology use in adult literacy programs and explored the attitudes, beliefs, and experiences of adult literacy providers in implementing technology. It also conducted a systematic inventory of the types of computer technology currently in use in adult literacy programs. In recent years, a number of studies had suggested that the expansion of computer technology in adult literacy programs was essential to meet the adult literacy needs of the nation. Of 1,633 surveys that were mailed, 515 responses were received from California, North Carolina, Pennsylvania, New York, Illinois, and Delaware. Findings indicated that many adult literacy programs had a firm foothold in technology, using it for administrative, instructional, assessment, and networking purposes. Although there was still resistance and questioning about the effectiveness of using technology among some providers, the overall level of interest in using technology was extremely high. The majority of survey respondents had come to view the use of technology as an opportunity rather than as an imposition and were interested in expanding its use. The survey also concluded there were major issues of access to technology, technology funding, and staff expertise that must be addressed to accomplish any significant expansion of technology in adult literacy. (Appendixes contain 33 references, 38 data tables, and 9 figures.) (YLB)

ED 412 375 CE 074 899

Shafrir, Uri

Adult Literacy and Study Skills: Issues in Assessment and Instruction.

National Center on Adult Literacy, Philadelphia, PA.
Report No. —NCAL-TR-96-13
Pub Date—1996-00-00
Note—65p.
Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-13).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Adult Basic Education, *Adult Learning, Adult Literacy, Basic Skills, Diagnostic Tests, *Educational Diagnosis, *Learning Disabilities, Literature Reviews, *Remedial Instruction, Secondary Education, *Student Evaluation, *Study Skills

A study reviewed recent research on issues central to adult learning, learning disabilities, and study skills in seven important areas—reading and listening, writing, arithmetic, memory, metacognition, representational competence, and perceived competence. The review focused on recent findings that had direct implications for the assessment and remediation of study skill deficits in adolescents and adults. Findings indicated that understanding of important psychological processes underlying the ability to learn improved considerably over the past decade. The broad picture emerging from many studies showed the potential for new assessment and remediation procedures aimed at improving study skills in adolescents and adults. This approach served as the theoretical underpinning for the development of an assessment battery that combined new, standardized procedures with well-established, normed tests and a corresponding battery of instructional methodologies for the remediation of specific study skills. In contrast to the traditional deficit model of cognitive abilities that focused on specific information processing deficits, the present approach was multifaceted and included additional components that assessed both the cognitive and affective strengths and weaknesses of the student. The new approach was based on an initial dynamic assessment of processes and on a follow-up application of instructional-based assessment in a mediated learning environment. (Contains 528 references.) (YLB)

ED 412 376 CE 074 900

Puchner, Laurel D.

Family Literacy in Cultural Context: Lessons from Two Case Studies.

National Center on Adult Literacy, Philadelphia, PA.
Report No. —NCAL-TR-97-01
Pub Date—1997-02-00
Note—19p.
Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR97-01).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Case Studies, *Cultural Context, Developing Nations, Educational Research, Family Influence, *Family Literacy, *Family Relationship, Family School Relationship, Foreign Countries, Illiteracy, *Immigrants, *Limited English Speaking, *Literacy Education, Literature Reviews, Non Western Civilization, School Community Relationship, Second Language Learning
Identifiers—*Mali

A study examined the literature to determine the veracity of the criticism of some educators who say that family literacy programs in the United States fail to take into account important cultural issues when dealing with certain target groups. Issues invoked included the need to take traditional cultural values and practices into account in family literacy and a need to define family literacy broadly enough to take advantage of the different ways in which literacy learning may be transmitted from one family member to another. The main argument was illustrated by two case studies: the first described family literacy among Southeast Asian immigrants in the United States, and the second described family literacy in four villages in rural Mali. The case studies showed ways in which using mainstream assumptions in family literacy might not be appropriate in all communities. Three recommendations were made: (1) a more flexible approach to the vision of family literacy; (2) better understanding of effects of particular types of literacy programs on communities; and (3) more research components built into family literacy programs for ongoing evaluation. (Contains 21 references.) (YLB)

ED 412 377 CE 074 901

Technology: New Tools for Adult Literacy. Participant Materials.

National Center on Adult Literacy, Philadelphia, PA.

Pub Date—1994-04-28

Note—61p.

Available from—National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Computer Assisted Instruction, *Educational Technology, *Internet, *Literacy Education, Online Systems, Program Implementation, Staff Development

These participant materials are from a videoconference that addressed the needs of adult literacy program administrators, instructors, and tutors beginning or continuing the technology implementation process. Section I contains the videoconference materials: agenda; videoconference evaluation form; biographical and program information; executive summary of the Office of Technology's report, "Adult Literacy and New Technologies"; and technology glossary. An implementation guide is designed as a basic primer, with seven steps to follow when integrating computers into instructional programs. A guide lists adult literacy software evaluation criteria. A document on Internet-based videoconference resources lists Internet resources created for the videoconference and additional resources available online that are relevant to adult literacy and provides instructions for subscribing to and accessing resources through online services and for accessing the videoconference resources through an institutional affiliation. An action planning form concludes the first section. Section II contains the following reference materials: annotated bibliography of 28 adult literacy and technology resources; annotated listing of 16 adult literacy organizational resources; information on funding resources; a 3-part guide to joining the online community; information on finding and using low-cost computer software; and CD-ROM sources of free or low-cost software. (YLB)

ED 412 378 CE 074 905

Bartik, Timothy J.

Short-Term Employment Persistence for Welfare Recipients. The "Effects" of Wages, Industry, Occupation, and Firm Size. Upjohn Institute Staff Working Paper 97-46.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.

Spons Agency—Russell Sage Foundation, New York, NY.; Rockefeller Foundation, New York, NY.

Pub Date—1997-06-00

Contract—R.F.#85-96-17, RF-04063-#9

Note—86p.

Available from—Publication Order Dept., W.E. Upjohn Institute, 300 South Westnedge Avenue, Kalamazoo, MI 49007-4686; phone: 616-343-4330; fax 616/343-7310 ($2, plus $1 shipping/handling first copy, $.50 each additional copy).

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Career Choice, Economically Disadvantaged, *Employed Parents, *Employment Patterns, Employment Statistics, Industry, Labor Turnover, *Mothers, Occupational Surveys, Trend Analysis, *Wages, *Welfare Recipients

Identifiers—Current Population Survey

Using data from 13 years (1983-95) of the March Current Population Survey, a study examined how the types of jobs held by welfare mothers during the preceding year affected their employment and earnings at the time of the March interview. The models estimated were probit, tobit, and selection-bias corrected regressions using data on individuals. The estimates suggested that the wages of last year's job affected current employment and earnings, but the effects of wages were more modest than might be expected. The industry and occupation of last year's job made a great deal of difference, with industry being more important than occupation. The industries with the most positive effects on current employment were hospitals and educational services; jobs held last year in the temporary help industry were negatively correlated with current employment. The size of the firm employing a welfare recipient last year had no effect on March's employment or earnings. These results suggested that welfare-to-work programs should consider efforts to target higher-wage jobs or jobs in industries such as hospitals or educational services. (Nine data tables are provided in the report. Appendixes include 16 references, information on occupation and industry code changes, and 4 data tables.) (Author/YLB)

ED 412 379 CE 074 906

Hollenbeck, Kevin Kimmel, Jean Eberts, Randall W.

Using Administrative Data To Evaluate the Ohio JOBS Student Retention Program. Upjohn Institute Staff Working Papers 97-48.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.

Pub Date—1997-07-00

Note—68p.

Available from—Publication Order Dept., W.E. Upjohn Institute, 300 South Westnedge Avenue, Kalamazoo, MI 49007-4686; phone: 616-343-4330; fax: 616-343-7310 ($2 plus $1 shipping/handling first copy, $.50 each additional copy).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Colleges, Economically Disadvantaged, *Employment Patterns, Employment Services, Federal Aid, Federal Legislation, Program Effectiveness, Program Evaluation, Public Policy, School Holding Power, *State Programs, Two Year Colleges, Unemployment, *Wages, *Welfare Recipients, Welfare Services

Identifiers—*Job Opportunities and Basic Skills Program, *Ohio

A net impact evaluation was conducted of the Ohio JOBS (Job Opportunities and Basic Skills) Student Retention Program (JSRP) pursued by some JOBS program clients to fulfill their responsibilities and receive federal aid. JSRP was a support program designed to assist entry to and success in programs of study at two-year community or technical colleges. The empirical work relied on matching state administrative data from three sources: JSRP program participation data collected by individual community colleges and managed by the state, Ohio Department of Human Services (ODHS) CRIS-E (welfare) data, and several quarters of the Ohio Bureau of Employment Services wage-record data. The net impact analysis relied on an unadjusted comparison of means and regression-adjusted comparison of means for the JSRP group and a comparison group composed of JOBS clients in the ODHS CRIS-E file with 12 or more years of schooling who were assigned to higher education as their JOBS component. Outcomes included employment, earnings, and welfare recipiency. JSRP participation increased earnings an average of 8.45 percent; JSRP completion yielded an estimated increase of 12.91 percent. Results indicated that encouraging postsecondary education for a subset of welfare recipients might help to boost earnings capacity and that using readily available state administrative data to evaluate policy was beneficial. (Appendixes include information on constructing the comparison group, 10 references, 18 tables, and 1 figure.) (YLB)

ED 412 380 CE 074 911

Wiener, Ron

Creative Training: Sociodrama and Team-building.

Report No.—ISBN-1-85302-422-8

Pub Date—1997-00-00

Note—136p.

Available from—Jessica Kingsley Publishers, 1900 Frost Rd., Suite 101, Bristol, PA 19007.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Adult Education, Continuing Education, Creativity, Experiential Learning, Foreign Countries, *Group Dynamics, Group Structure, *On the Job Training, *Role Playing, *Training Methods, Workshops

Identifiers—*Team Building

This book, written for trainers as well as for persons who occasionally provide training in a work setting, is organized in three parts. Each fact is individual, although there is some cross-referencing. "Running Staff Training Groups" focuses on the way in which trainers can use action learning methods such as role play to impart their material. The eight chapters in this section cover these topics: how to be a creative trainer, the background to training, who should do the training and how trainees should prepare for a session; how courses are set up and planned; ways of starting training sessions; carrying out a session; creative training techniques such as the use of role plays; and the factors a trainers needs to consider in ending a course. "Team Doctoring" looks at how teams develop and the strategies that a consultant can use to work with "stuck" or malfunctioning teams. "Using Sociodrama" covers the use of sociodramatic techniques in training groups, as well as using sociodrama, a method in its own right, to explore group, social, and political issues. Case samples are provided. Each of the three parts of the book contains references and suggestions for further reading. (KC)

ED 412 381 CE 074 913

Paulter, Albert J., Ed. Buffamanti, Deborah M., Ed.

Winning Ways. Best Practices in Work-Based Learning.

Report No.—ISBN-0-911168-94-X

Pub Date—1997-00-00

Note—231p.

Available from—Tech Directions Books, Prakken Publications, Inc., P.O. Box 8623, Ann Arbor, MI 48107-8623.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Apprenticeships, Community Colleges, *Corporate Education, *Education Work Relationship, Educational Needs, Educational Philosophy, *Educational Practices, *Employment Practices, Futures (of Society), *On the Job Training, Postsecondary Education, *School Business Relationship, Secondary Education, Technical Education

This book contains 21 chapters describing best practices in both the world of work and in school. The first section of the book, which focuses on the background and philosophy of work-based education, contains five chapters: "Education and Work: The Choices We Face" (Arthur G. Wirth); "Growth Patterns in Workplace Training" (Anthony P. Carnevale, Ellen S. Carnevale); "Best Practices in the Second Chance System" (Kathreine M. Gerstle); "Human Capital and the New Economy" (Scott R. Sweetland); and "An Emerging Perspective on Policies for American Work and Education for the Year 2000: Choices We Face" (Arthur G. Wirth). Seven chapters on corporate practices make up the second part: "Corporate Training in America: A Primer for Today" (Deborah M. Buffamanti); "Diversity Training Makes JCPenney a Special Place to Work" (Gale Duff-Bloom); "Learning at Hewlett-Packard" (Jim Fuller); "Creating a Culture of Learning at Rich Products Corporation" (Mary Beth Debus); "The Bank of Montreal Institute for Learning" (Diane Blair); "Evaluation of Corporate

Training Programs" (Michael P. Lillis, Jerry M. Newman); and "Quality Learning: A Cooperative Venture in Control and Responsibility" (Paul J. Poledink). The third part of the book examines school practices in nine chapters: "How We Will Learn in the Year 2000: Reengineering Schools for a High Performance Economy" (Deborah M. Buffamanti, Albert J. Pautler); "Improving the School-to-Work Transition of American Adolescents" (Robert W. Glover, Ray Marshall); "Developing Best Practices in Middle Level and High School Vocational/Career/Occupational Programs" (Conrad F. Toepfer, Jr.); "Basic Academic and Vocational Skills Required of Employees with Only a High School Diploma" (Kenneth S. Volk, Henry A. Peel); "Apprenticeships and Community Colleges: Linkages in America's Defense" (Jeffrey A. Cantor); "Youth Apprenticeship in the United States: Transmission or Transformation of the German Apprenticeship System" (Nevin R. Frantz, Jr.); "Postsecondary Technical Education: The Proprietary Sector" (Albert J. Pautler, Jr., Sterne Roufa, John Thompson); "Best Practices for Work-Based Learning in Community Colleges" (Lee Melnik, Charles R. Doty); and "Essential Information for Community College Faculty" (Lee Melnik, Charles R. Doty). (KC)

ED 412 382 CE 074 914

Astroth, Kirk A.

Havens of Hope: Vibrant Youth Groups in the Lives of Today's Young People.

Pub Date—1997-10-24

Note—16p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Elementary Secondary Education, Experiential Learning, *Group Dynamics, Models, Nonformal Education, Program Effectiveness, Service Learning, *Student Organizations, Student Participation, Youth Opportunities, *Youth Programs

Nonschool youth groups can serve many purposes for young people, especially promoting maturity and development and helping youth to build productive lives. Simply attending youth groups may not be enough, however. Studies have often failed to show beneficial effects of youth group membership versus youth who have not been members; but the studies have not taken into account the climate of the youth groups. Effective youth groups should be vibrant—they should provide roles for youth that have power and engage in actions that really matter in their communities. A model for effective youth development practices has five critical elements: (1) philosophy (experiential learning, service, high yet realistic expectations, local connections, training, and mentoring); (2) culture (youth driven, firm but flexible, promoting communication, a safe haven for learning, working and playing hard, and affirmation and support for members; (3) power structure (autonomy-oriented adult leaders, youth as partners, partnerships with parents, and commitment to empowerment; (4) programs (valued and relevant, voluntary, high-quality, continuity and connection, linked to community, individual responsibility within group experience, opportunities to succeed, and capitalizing on the physical environment); and (5) staff (having courage and stamina, trusted and trusting, flexible, advocates for youth, knowledgeable, and committed. (20 references) (KC)

ED 412 383 CE 074 920

MECCA (Making Equity Count for Classroom Achievement). Utah Gender Equity Curriculum Guide.

Utah State Office of Education, Salt Lake City.

Pub Date—1995-06-00

Note—265p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Educational Environment, *Educational Practices, Elementary Secondary Education, *Equal Opportunities (Jobs), Learning Activities, Learning Modules, Lesson Plans, Nontraditional Occupations, Nontraditional Students, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Teacher Education, Teaching Guides, Teaching Methods, Work Environment

Identifiers—Utah

This gender equity trainer's guide has three purposes: to raise awareness in Utah's preservice and inservice teachers of harmful, often unconscious, behaviors; to encourage gender fairness; and to help teachers develop strategies that result in gender fairness in schools. The guide contains 12 modules of instruction that cover the following topics: (1) Fairness Does Not Mean Sameness; (2) Bias as a Pattern Hurts; (3) Classroom Interaction; (4) Equity and Language; (5) Communication and Humor; (6) Gender and Achievement; (7) Critical Thinking and Integration; (8) Media and Stereotyping; (9) School and Workplace Diversity; (10) Self-Reliance and Problem Solving; (11) Sexual Harassment; and (12) Partnership—Working Together. Each module contains the following: lesson plans with discussion information, quotes, activities, visuals, overheads, notes to trainers, resources materials, and a variety of teaching strategies that encourage active learning. The guide also contains a glossary of 49 terms and a list of 81 references. (KC)

ED 412 384 CE 074 921

A Brief Introduction to the Technological and Vocational Education of the Republic of China.

Ministry of Education, Taipei (Taiwan).

Pub Date—1997-09-00

Note—36p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bachelors Degrees, Cooperative Education, Curriculum, Doctoral Degrees, Foreign Countries, High Schools, Higher Education, *Labor Force Development, Masters Degrees, Program Descriptions, *Secondary Education, *Technical Education, *Technical Institutes, *Vocational Education

Identifiers—*Taiwan

The administrative structure of technological and vocational education (TVE) in Taiwan has three levels: central, provincial/municipal, and local authorities. Provision is at three levels: senior vocational schools (which include vocational programs provided by some general senior high schools), junior colleges, and institutes/universities of technology. A project is underway to provide technical programs at the junior high school level. Programs in senior vocational schools are divided into daytime and evening divisions and cooperative education, technical, special technical, and supplementary programs. The junior college system is divided into two- and five-year programs. Institutes/universities of technology have undergraduate, master's, and doctoral programs. Undergraduate programs are two- and four-year and are open to individuals in the work force. Key features regarding future development of TVE include the following: establishing related laws to further the development of TVE; adapting the TVE system to create a second educational avenue; keeping up with national economic development by training skilled labor; promoting lifelong education; implementing an occupational certification system; and encouraging the participation of disadvantaged groups to achieve equality in education. (The report offers descriptions of the junior high technical program, senior high vocational school, junior college, and institute/university of technology, including goals, programs, subfields, curriculum, faculty, and prospects for students.)(YLB)

ED 412 385 CE 074 922

Mitchell, Stephen M.

Delivering Integrated Services. Models for Facilitating Change in Small and Mid-Sized Firms. Business Assistance Tools.

National Alliance of Business, Inc., Washington, DC.

Spons Agency—Department of Labor, Washington, DC.

Pub Date—1997-08-00

Contract—F-4357-3-00-80-60

Note—137p.; Product of the National Workforce Assistance Collaborative.

Available from—National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20702; telephone: 800-787-7788; fax: 301-206-9789; e-mail: INFO NAB.COM; order no. R6002).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Change Agents, *Change Strategies, *Delivery Systems, Educational Research, Job Training, Models, Needs Assessment, *Organizational Change, Organizational Development, Performance, Productivity, Program Development, Program Implementation, Quality Control, Staff Development, *Technical Assistance

This guide draws on case studies to identify lessons for small and midsized firms who wish to improve the quality of their services and facilitate change. Following an introduction, section 2 describes the context in which the research was undertaken after a needs analysis was conducted of small and midsized businesses and service providers, and defines the research objectives. Section 3 outlines the study methodology—case studies of exemplary programs. Section 4 provides a framework for identifying models of service delivery. These models are described as determined by decisions related to client grouping (region, industry, or company) and integration capacity (competency focus, full service provider, or full service broker). Section 5 highlights the common lessons learned from the programs: understand the community/company; exercise proactive leadership; maintain a customer focus; seek alliance with kindred spirits; pursue small victories; do not ignore process; diversify champions and funding sources; be focused but flexible; and take time to reflect. Section 6 presents six models for providing comprehensive, integrated services. Each case study has these components: program description, results, history, structure, and issues to consider. Section 7 presents three models for providing services in specific areas: workplace literacy, work restructuring, and labor-management relations. Section 8 contains lists of the National Workforce Assistance Collaborative's board councils, products, and services. (YLB)

ED 412 386 CE 074 923

Higher Education: The Changing Marketplace.

National Alliance of Business, Inc., Washington, DC.

Pub Date—1997-10-00

Note—9p.

Journal Cit—Workforce Economic Trends; Oct 1997

Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, Continuing Education, Degrees (Academic), Education Work Relationship, Educational Certificates, Employer Employee Relationship, *Employment Patterns, *Enrollment Trends, Fringe Benefits, Futures (of Society), Higher Education, Job Skills, Labor Economics, *Labor Force Development, Lifelong Learning, *Nontraditional Education, Occupational Information, Part Time Students, Paying for College, Relevance (Education), Remedial Instruction, Student Certification, *Student Costs, Student Financial Aid

Recent data point to a postsecondary education market in the midst of profound changes that are transforming the structure of the education and training industry itself. More high school graduates are enrolling in college upon completing high school. Enrollment in both two- and four-year institutions is increasing. Since 1969, part-time undergraduate enrollment has increased over 14 percent. College entrance examination scores show modest improvement. College freshman remedial coursework is most prevalent in math. About one-half of students enrolling in postsecondary education attain a credential or a degree within 5 years. The portion of full-time college students at two- and four-year institutions who work while enrolled full-time has increased. Average undergraduate tuition, room, and board is rising faster than median family income. Enrollment in all higher institutions continues to increase. Enrollment in undergraduate, graduate, and professional schools is increasing. Higher education enrollment is becoming more diverse. Lifelong learning is a reality. For many, noncredit courses, short courses, and conferences are more important than traditional credit classes as a source of continuing education. Barriers to taking more education and training are cost, busy schedules, and inconvenient times. Jobs in the future will require more education. Over 9 in 10 companies provide educational assistance to their employees. Other countries are beginning to close the gap in postsecondary education. (YLB)

ED 412 387 CE 074 946

James, Simon Clark, Greg

Investing Partners: Further Education, Economic Development and Regional Policy.

Further Education Development Agency, London (England).

Report No.—ISSN-1460-7034

Pub Date—1997-00-00

Note—94p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6RG, United Kingdom (12 British pounds).

Journal Cit—FEDA Report; v2 n1 1997

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *College Role, *Economic Development, *Education Work Relationship, Foreign Countries, Labor Force Development, National Surveys, Partnerships in Education, Postsecondary Education, Questionnaires, *Regional Planning, *School Business Relationship, *Technical Institutes, Vocational Education

Identifiers—*United Kingdom

The role of further education (FE) colleges in England and Wales was examined through a survey mailed to a representative sample of 478 of the United Kingdom's 622 FE colleges. Questionnaires were returned by 102 (21%) of the colleges. Data were also collected through seminars, conferences and consultation meetings, cases studies, and a best practice analysis. The study confirmed that FE is already making significant contributions to economic development by assuming the following roles: stakeholder (where FE colleges express, either individually or collectively, their own economy power as employers, purchasers, tenants, contractors, developers, and corporate citizens); service provider (where FE provides services directly to people, businesses, and other organizations); and strategic partner (where FE colleges contribute to the leadership and coordination of economic development efforts at local, regional, and national levels through civic commitment, partnership boards, and planning and interagency liaison). Economic development was seen as the wider ambition for all FE activity, and FE's relations with businesses and the disadvantaged were considered a critical dimension of FE. External funding and Further Education Funding Council flexibility were identified as critical resource issues. (The survey questionnaire and a list of participating colleges are appended. The bibliography contains 21 references.) (MN)

ED 412 388 CE 074 947

Hand, Jenny Wright, Wayne

Youth Work in Colleges: Building on Partnership.

Further Education Development Agency, London (England).; National Youth Agency, Leicester (England).

Report No.—ISSN-1361-9977

Pub Date—1997-00-00

Note—69p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6RG, England, United Kingdom (7.50 British pounds).

Journal Cit—FE Matters; v2 n1 1997

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Agency Role, *Career Counseling, Case Studies, Cooperative Planning, *Counseling Services, Counseling Techniques, Foreign Countries, *Individual Counseling, *Partnerships in Education, Postsecondary Education, Program Development, Program Implementation, Questionnaires, Records (Forms), Self Evaluation (Groups), Technical Institutes, Vocational Education, *Youth Programs

Identifiers—General National Vocational Qualif (England), *United Kingdom

This document, which is intended to help individuals interested in developing or strengthening partnerships between the further education (FE) colleges and the United Kingdom's National Youth Agency (NYA), contains information about current youth work contributions in FE and materials for FE colleges to use to assess their need for and develop youth work programs. Discussed first is the joint Further Education Development Agency-NYA project out of which the document developed. The second section, which is devoted to youth work's contributions to supporting young people in FE, considers the role of youth workers in the following: curriculum enhancement and support; advice, information, and informal counseling; mentoring; supporting the student union; security and youth work; and recruitment. Examined next are various aspects of youth program management and support, including recruitment and training of youth workers and partnership arrangements. Section 4 presents a framework and materials (including focus sheets and student questionnaires) for FE colleges to use in assessing their youth work. Concluding the document are 10 case studies. Appended are the following: data on development and management of youth work in and with FE colleges; grading criteria matrix; and job description for a full-time youth worker. The bibliography contains 17 references. (MN)

ED 412 389 CE 074 948

Key Data on Vocational Training in the European Union.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).; European Union, Brussels (Belgium). EUROSTAT.; Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.

Report No.—ISBN-92-828-1322-3

Pub Date—1997-00-00

Note—137p.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; toll-free telephone: 800-274-4447; fax: 800-865-3450 (catalogue no. HX-03-97-507-3A-C); 19.50 European Currency Units).

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Continuing Education, Demography, Education Work Relationship, Educational Attainment, Educational Change, Educational Finance, *Educational Opportunities, Educational Trends, Foreign Countries, General Education, Industrial Training, International Programs, *Job Training, Labor Market, Participation, Population Trends, Postsecondary Education, Secondary Education, Self Employment, Unemployment, *Vocational Education

Identifiers—*European Union

This book provides key quantitative and qualitative data on vocational education and training (VET) in the European Union. Among the topics on which data are provided are the following: demographic trends, educational attainment, and the labor market (aging of the population and labor force, changes in educational attainment over time, impacts of educational attainment and VET on employment opportunities); initial VET and training programs (relative importance of VET and general education, participation rates, program duration, certification, funding); continuing vocational training in enterprises (availability, forms, and costs of training; participation rates and patterns); participation of self-employed individuals in training in a 4-week period (economic importance of self-employment and training of self-employed individuals compared to that of other employees); and European Community programs and initiatives (the European Social Fund and the Leonardo da Vinci program). Included in the appendixes is information about the document's data sources (demographic statistics, the European Union Labour Force Survey, vocational education and training data collection, and the Continuing Vocational Training Survey in Enterprises) and the categories included in the Statistical Classification of Economic Activities and the internal Standard Classification of Occupations. The document contains 25 references and 52 graphs. (MN)

ED 412 390 CE 074 949

Policy Guidelines for Medium-Term Priorities 1997 to 2000 = Politische Leitlinien fur die mittelfristigen Prioritaten von 1997 bis 2000 = Orientations de politique concernant les priorites a moyen terme de 1997 a l'an 2000.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—ISBN-92-827-9635-3

Pub Date—1997-00-00

Note—36p.

Language—English, German, French

Pub Type— Reports - General (140) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Cooperation, *Educational Policy, Educational Research, Foreign Countries, Information Dissemination, Information Services, International Cooperation, *International Educational Exchange, *International Organizations, Lifelong Learning, *Organizational Objectives, Postsecondary Education, Program Administration, Program Evaluation, Program Implementation, Secondary Education, *Vocational Education

Identifiers—Europe, *European Centre for the Development of Voc Train

This booklet details the policy guidelines to which the European Centre for the Development of Vocational Training (CEDEFOP) will adhere when working to achieve its medium-term priorities in 1997-2000. The following items are stated in the booklet's six sections: legal requirements, agreements, and publications on which CEDEFOP's policy guidelines are based; activities through which CEDEFOP will address its three main thematic priorities (promoting competencies and lifelong learning, monitoring developments in vocational education and training in the European Community's member states, and serving European mobility and exchanges); actions that CEDEFOP will take to improve its administrative and accounting procedures; and key activities on which CEDEFOP will concentrate in its efforts to exploit information and research existing in the European Community member states and research undertaken in the context of European Union training programs (including providing data on member states' vocational education and training systems and initial and continuing training policies; supporting European mobility for apprentices and young people in vocational education and training; promoting transparency and understanding of vocational qualifications; and organizing transnational exchanges though study visits for training experts). The booklet's entire text is presented in German, English, and French. (MN)

ED 412 391 CE 074 951

CEDEFOP Work Programme 1997.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—ISBN-92-827-9633-7

Pub Date—1997-00-00

Note—86p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Educational Cooperation, Educational Research, Foreign Countries, Information Dissemination, Information Services, Inservice Teacher Education, International Cooperation, *International Educational Exchange, *International Organizations, *Organizational Effectiveness, *Organizational Objectives, Program Development, Program Evaluation, Program Implementation, Research Projects, *Vocational Education

Identifiers—Europe, *European Centre for the Development of Voc Train

This booklet outlines the 1997 work program of the European Centre for the Development of Vocational Training (CEDEFOP). The first section details CEDEFOP's mission, objectives, main tasks, and future as an organization working at the European Community (EC) level to encourage the promotion and development of vocational education and training (VET) and inservice training and to promote exchanges of information and comparison of experience on issues of common interest to the EC member states. Discussed in the second section are the following items on CEDEFOP's 1997 agenda in the following areas: promoting competencies and lifelong learning (studies of the impact of information technology on curricula and qualifications, sector-level approaches to analyzing skill needs, accreditation of prior learning); monitoring developments in the financing, delivery, and improvement of VET in the EC member states; serving European mobility and exchanges; conducting support activities (study visits, support of research cooperation, improvement of the operation of CEDEFOP's existing networks); providing information services; and improving CEDEFOP's efficiency and effectiveness. Appended are the following: summary of principal outcomes and activities for 1997 and projected activities in 1998; lists of publications and meetings foreseen in 1997; budget outline; and CEDEFOP organizational chart for 1997. (MN)

ED 412 392 CE 074 952

Kristensen, Peer Hull Petersen, James Hopner

The Role of the Company in Generating Skills. The Learning Effects of Work Organization. Denmark.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—ISBN-92-827-0379-7

Pub Date—1993-07-00

Note—141p.; For related document, see CE 074 991.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; telephone: 800-274-4888 (catalogue no. HX-96-96-263-EN-C: 8 European Currency Units).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Education, Case Studies, *Continuing Education, Delivery Systems, *Education Work Relationship, Educational Needs, Educational Policy, Employer Employee Relationship, Employment Patterns, Employment Practices, Employment Qualifications, Financial Support, Foreign Countries, Government School Relationship, Industrial Training, Labor Market, Lifelong Learning, Off the Job Training, *On the Job Training, Organizational Change, Postsecondary Education, *Skill Development, Training Methods, Trend Analysis, *Vocational Education, Work Environment

Identifiers—*Denmark, Impact Studies, *Learning Organizations

The impact of developments in work organizations on the skilling process in Denmark was studied through a macro analysis of available statistical information about the development of workplace training in Denmark and case studies of three Danish firms. The macro analysis focused on the following: Denmark's vocational training system; the Danish labor market; industrial relations; the Danish system of continuing training; and welfare and dualism in the Danish system. The case studies focused on the following: structured continuing training at a Danish engineering plant in a volatile economy; corporate and local continuous training strategies at the branch of a large Copenhagen bank; and the move from informal to formal training at an electronics plant. The case studies confirmed that Denmark's institutional system for vocational and continuing training makes it easy for labor market parties to enter into social contracts on continuing training. All three firms studied have changed their organization of labor to cope better with the economy's volatility. Two of the companies had compulsory frameworks for continued development of workers' qualifications, whereas the third used continuing training to reorganize production and subsequently downgraded continued development of qualifications until only new staff members received training. (32 references) (MN)

ED 412 393 CE 074 953

Walsh, Kenneth Green, Andy Steedman, Hilary

The Role of the Company in Generating Skills. The Learning Effects of Work Organization in the United Kingdom.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—ISBN-92-827-0376-2

Pub Date—1993-08-00

Note—100p.; For related document, see CE 074 991.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; telephone: 800-274-4888; fax: 301-459-0056 (catalogue no. HX-96-96-279-EN-C: 8 European Currency Units).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Case Studies, Continuing Education, *Education Work Relationship, Educational Attitudes, Educational Needs, Educational Policy, *Educational Practices, Educational Supply, Employer Attitudes, Employment Practices, Employment Qualifications, Financial Support, Foreign Countries, Government School Relationship, Industrial Training, Labor Market, Off the Job Training, *On the Job Training, Organizational Development, Postsecondary Education, *Skill Development, Trend Analysis, Unions, *Vocational Education

Identifiers—Impact Studies, *Learning Organizations, National Vocational Qualifications (England), Training and Enterprise Councils (Great Britain), *United Kingdom

The impact of developments in work organizations on the skilling process in the United Kingdom was studied through a macro analysis of available statistical information about the development of workplace training in the United Kingdom and case studies of three U.K. firms. The macro analysis focused on the following: initial training arrangements; routes to training and vocational qualifications; continuing education and training; volume of training in Great Britain; recipients of training; sources of funding for continuing training; employer motives for training; continuing training by industrial sector and firm size; and the U.K. labor market and industrial relations trends. The case studies examined the organizational structures and training practices of a major British motor vehicle manufacturer, a large U.K. banking group, and a chemicals manufacturing subsidiary company of a large multinational petrochemical corporation. It was discovered that approximately half the British work force receives some training. Because most training was being provided to workers already in possession of formal qualifications, however, workplace training appeared to do little to overcome the problems associated with the generally low level of initial vocational training in Britain. (Thirty-nine tables/figures are included. The bibliography contains 23 references.) (MN)

ED 412 394 CE 074 954

Gonzalez, Lazaro Gatti, Mario Tagliaferro, Claudio

Competencies in Two Sectors in which Information Technology (IT) Exerts a Strong Influence: Telecommunications and Administration/Offices. Case Studies in Italy, France and Spain. Final Report. CEDEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Pub Date—1996-11-00

Note—62p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Competence, *Competency Based Education, Educational Needs, Employment Patterns, Employment Practices, Employment Qualifications, Foreign Countries, *Information Technology, Job Skills, Needs Assessment, *Office Management, *Office Occupations Education, Organizational Change, Postsecondary Education, Secondary Education, Technical Education, *Telecommunications, Trend Analysis, Vocational Education

Identifiers—France, Italy, Spain

As part of a larger effort to pinpoint emerging training needs, case studies of the telecommunications and administration/offices sectors were conducted in Spain, Italy, and France to identify new information technology (IT) competencies required of employees in those fields and determine whether IT has similar consequences in individual European Union member states. Data were collected from relevant publications and documentation and interviews with key exponents and experts in the sectors. In all three countries, the introduction of IT has tended to make mechanical, lesser-skilled tasks superfluous and has required competencies related to the ability to obtain, select, process, and disseminate information. The introduction of IT in firms and organizations has tended to parallel organizational changes involving a transition from highly hierarchical structures to project groups, thus creating a new emphasis on abilities such as self-esteem, creativity, adaptability, responsibility, self-control, and ability to work in teams. Differences were discovered in the degree of IT implementation in Spain, Italy, and France. Significant differences in occupational classifications were found, both between and within individual countries. In all three countries, initial training provision for both sectors was undergoing significant renewal in terms of technological content. (Contains 68 references) (MN)

ED 412 395 CE 074 955

Education, Training and Work. Research Findings and Conclusions. Seminar Papers. (Thessaloniki, Greece, November 14, 1996.) CEDEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Pub Date—1996-11-14

Note—63p.; Papers presented at a seminar, "Research on Vocational Education and Training in Europe."

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Economic Progress, Education Work Relationship, Educational Development, *Educational Policy, *Educational Research, Foreign Countries, Global Approach, International Cooperation, International Relations, *Job Skills, *Job Training, Occupational Information, Postsecondary Education, Research Needs, *Technological Advancement, Vocational Education, Wages

These three keynote speeches from a European Centre for the Development of Vocational Training (CEDEFOP) seminar "Research on Vocational Education and Training in Europe" focus on the links between education, training, work, and economic growth. "Education and Training Policies in the Transition towards a Global Information Society: Needs and Opportunities" (Eve Caroli) analyzes the links between new technologies, skill requirements, and economic growth. It promotes transferable skills as necessary in the transition to the information and knowledge based society and recommends integrating education and training policy on one hand and labor market and employment policy on the other. "The Relationships between Education, Training, Employment, and the Labor Market: Some Research Findings and Conclusions" (Manfred Tessaring) illustrates the positive contribution of education and training to earnings and economic growth as confirmed by a number of studies. It also discusses the opportunities and problems of identifying and quantifying new employment fields, occupations, and qualification requirements. "OECD [Organization for Economic Cooperation and Development] Activities Related to Research on Vocational Education and Training" (Abrar Hasan) addresses three issues: where the Vocational and Technical Education Project (VOTEC) work fits into OECD's broader mandate in the area of education and training work; a review of OECD's work in the VOTEC area completed in recent years; policy issues that have emerged from this work and the research gaps they identify; and an outline of the work the OECD is now planning in this area. (YLB)

ED 412 396 CE 074 956

Theunissen, Anne-Francoise

CEDEFOP and the Social Partners. Information and Discussion Document. CEDEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Pub Date—1997-00-00

Note—43p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Education Work Relationship, Educational Certificates, Foreign Countries, *Job Training, *Labor Market, *Material Development, Postsecondary Education, *Research and Development, Secondary Education, *Student Certification, Technical Assistance, *Vocational Education

Identifiers—*European Centre for the Development of Voc Train, European Union

The European Centre for the Development of Vocational Training (CEDEFOP) studied the various requests it received from the social partners (employers, unions, governments, educational institutions) and how they could be more closely involved in CEDEFOP's activities. To analyze the requests, 70 interviews were organized around a four-part questionnaire: CEDEFOP's output; subjects and types of activities concerned with vocational training in the various organizations of the social partners; requests made to CEDEFOP concerning subjects for study and type of action; and relations between the management board and the social partners' organizations. Findings indicated CEDEFOP's enormous potential in connection with the social partners. CEDEFOP's capacity lay in the approach to partners' differences and similarities. Suggested lines of action were as follows: establishment of a steering committee on qualification and certification composed of employers, European and national trade union representatives, and scientists with the analysis relating as much to the processes and mechanisms as the effects; organization of exchanges and discussions to clarify matters of topical interest; study visits as a means of access to specific and practical information; syntheses of research in each European Union member country while at the same time involving the social partners in the working hypotheses; creation of networks around subjects dealt with in the work program; and strengthening of the management board. (YLB)

ED 412 397 CE 074 957

Bjornavold, Jens

Identification and Validation of Prior and Informal Learning. Experiences, Innovations and Dilemmas. Discussion Paper = Ermittlung und Validierung von fruher bzw.informell erworbenen Kenntnissen. Erfahrungen, Innovationen, Probleme. Diskussionspapier = Identification et validation de l'apprentissage anterieur et informel. Experiences, innovations et problemes. Document de discussion. CEDEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Pub Date—1997-09-00

Note—66p.

Language—English, German, French

Pub Type— Opinion Papers (120) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Certification, Credits, Educational Experience, Employment Experience, Evaluation Methods, Experiential Learning, Foreign Countries, French, German, *Informal Assessment, *Nonformal Education, Nontraditional Education, Performance Based Assessment, *Portfolio Assessment, Portfolios (Background Materials), *Prior Learning, Qualifications, Student Evaluation

Identifiers—*Australia, European Union

During the last 5-10 years, a number of countries have introduced methods and systems for identifying, validating, and recognizing prior and nonformal learning that can be viewed as tools for improving the transparency and transfer of skills. In most cases, they have been operational for a comparatively short time, which makes it difficult to decide whether expectations regarding them are justified. Some of the most important initiatives and innovations connected with the identification and validation of prior and nonformal learning include examples from Australia, Finland, France, Germany, Ireland, Japan, and United Kingdom. The French, Australian, Irish, and British methodologies are based on related principles, introducing different versions of portfolios, dossiers, or passports. Finland, Germany, and Japan have been reluctant to introduce the portfolio method. In spite of similarities in design, countries tend to apply the methodologies in different ways. This difference may be seen as a difference between centralized and decentralized systems. Initiatives and ideas on a European level are the Individual Portfolio Project and the Personal Skills Card and the European Skills Accreditations system. Some basic questions related to the legitimacy of the new methods and systems deal with the institutional basis, flexibility versus fragmentation, transparency and visibility, and transfer. (German, English, and French versions appear in side-by-side columns. Appendixes contain 27 references and 18 notes.) (YLB)

ED 412 398 CE 074 958

Warmerdam, John

Sectoral Training Systems in a Knowledge Economy. Discussion Paper = Sektorale Ausbildungssysteme in der Wissensgesellschaft. Diskussions papier = Les systemes sectoriels de formation dans une economie de la connaissance. Document de discussion. CEDEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Pub Date—1997-00-00

Note—47p.

Language—English, German, French

Pub Type— Opinion Papers (120) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Continuing Education, Corporate Support, Foreign Countries, *Inplant Programs, *Job Skills, *Job Training, Postsecondary Education, Public Policy, *School Business Relationship, Technological Advancement, Unemployment, Vocational Education

Identifiers—Belgium, France, Netherlands

Based on an explorative study of sectoral training systems, this paper looks at the opportunities and limitations of a sectoral approach to training from the perspective of the knowledge economy. After the definition of the sector concept, the paper presents a theoretical analysis of the main elements and processes of sectoral training systems, considered as dynamic social systems unfolding in time through joint interactions of sectoral agencies and bodies. Four basic elements are described: sectoral agencies and bodies; training agreements between agencies; sectoral training policies and provisions; and training activities at the level of the firms. A discussion of these four basic processes follows: articulation, negotiation, policy creation, and implementation. An overview is given of the actual state of affairs in Belgium, France, and the Netherlands, three countries with well-developed sectoral training systems in a number of branches. Discussed next are the opportunities of sectoral training systems in relation to the educational system and in relation to employment and innovation, such as flexibility of the educational system, adaptation of qualifications, reduction of unemployment, and transfer of innovations. The paper concludes with a discussion of the main limitations of a sectoral approach to training. (German, English, and French versions appear in side-by-side columns. (Contains 15 references.) (YLB)

ED 412 399 CE 074 959

Glossarium. Vocational Training. A Comparison of Concepts from 12 Member States of the European Union in 9 Languages.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—ISBN-92-827-8326-X

Pub Date—1996-00-00

Note—548p.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; phone: 800-274-4888 (18.50 European Currency Units).

Language—Spanish, Danish, German, Greek, English, French, Italian, Dutch, Portuguese

Pub Type— Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Adult Education, Danish, *Definitions, Dutch, English, Foreign Countries, French, German, *Glossaries, Greek, Italian, *Job Training, Portuguese, Postsecondary Education, Secondary Education, Spanish, *Vocabulary, *Vocational Education

Identifiers—*European Union

This glossary is designed for users seeking to further understanding in the field of vocational training in the European Union. It was compiled by vocational training experts who were responsible for the contributions from their own countries and collated results. Contributions from individual countries have been written by the experts or compiled from various sources assembled by European Centre for the Development of Vocational Training. The body of the glossary consists of 282 numbered main entries. Each main entry is divided into nine parts, one for each of these languages: Spanish, Danish, German, Greek, English, French, Italian, Dutch, and Portuguese. The terminological entry consists of term(s) in bold type; description (definition, explanation); and note (in italics). Synonyms and quasi synonyms are provided. Instead of a term, a suggested translation may be given. Bold type in the description is used to indicate cross-references. Where terminological entries from more than one Member State occur in the same language entry, they are marked with the abbreviation (in parentheses) of the appropriate country, unless the terms, descriptions, or notes are identical. Nine indexes are provided, one for each language. A bibliography lists sources and experts who can provide relevant information. (YLB)

ED 412 400 CE 074 961

Numerous Connections.

Western Sydney Inst. of TAFE, Blacktown (Australia).

Report No.—ISBN-0-7310-8840-9

Pub Date—1996-00-00

Note—213p.

Available from—Adult Literacy Information Office, Level 1, 6-8 Holden Street, Ashfield, New South Wales 2131, Australia.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, Foreign Countries, Instructional Materials, *Integrated Curriculum, Learning Activities, *Literacy Education, Mathematics Instruction, *Mathematics Skills,

*Numeracy, Student Evaluation, Teaching Guides
Identifiers—Australia

This resource includes units of work developed by different practitioners that integrate the teaching of literacy with the teaching of numeracy in adult basic education. It is designed to provide models of integration for teachers to develop similar resources on different contexts or themes. The units follow slightly different formats. Unit lengths vary from a few sessions to the basis of a semester's work. The way in which literacy and numeracy are integrated also varies; in some units there are literacy and numeracy activities on the same theme or context, and in others activities are more closely woven. The nine sections are on these topics: water, gardens, reasonable force, aboriginal land, work, women in Australia, tourist spots, juggling pool, and banking. Components of each section include the following: learning outcomes; topics; resources; future directions; teacher notes that correlate in a column format whether the activity is primarily literacy or numeracy or both, activities, resources, and assessment; and handouts. Units list additional resources that can be used to extend the students' understanding of particular mathematical skills. The activities have been written for students with skill levels across the whole spectrum of students involved in adult basic education classes, from beginning reader/writers to more advanced level students. (Contains 62 references.) (YLB)

ED 412 401 CE 074 962
Norrish, Dilys
Positive Thinking. Language, Literacy and Numeracy Resources on HIV/AIDS for Teachers of Adult Education.
Western Sydney Inst. of TAFE, Blacktown (Australia).
Report No.—ISBN-0-7310-8205-2
Pub Date—1996-00-00
Note—70p.
Available from—Adult Literacy Information Office, Level 1, 6-8 Holden Street, Ashfield, New South Wales 2131, Australia.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Adult Basic Education, Adult Literacy, *Attitude Change, Basic Skills, *Community Attitudes, Foreign Countries, Instructional Materials, *Language Skills, Learning Activities, *Literacy Education, *Numeracy, Physical Health, Student Attitudes
Identifiers—Australia

This resource guide is a collection of stories, articles, and worksheets on issues surrounding HIV/AIDS. It is intended to be informative and useful for adult language, literacy, and numeracy students. An HIV/AIDS introduction for teacher is followed by a section on further resources, which lists organizations which may provide guest speakers, support, and further information. It also lists several training packages and videotapes students may find useful, particularly if they are young adults. An HIV/AIDS introduction for students is designed to allay some concerns about this topic that students may have. A student questionnaire follows. It is identical to one that is found at the end of the materials so that changes in students' ideas and understanding of HIV/AIDS issues can be determined. An answer key is provided. Notes for teachers preceding the nine sections of worksheets provide language, literacy, and numeracy objectives as well as suggestions for extension activities. Section titles are as follows: (1) HIV/AIDS True Stories; (2) HIV/AIDS—What are the letters for? What do the words mean?; (3) HIV/AIDS—How do you get it? Fact or myth?; (4) HIV/AIDS—Australian statistics; (5) HIV/AIDS—world statistics; (6) HIV/AIDS—different opinions; (7) HIV/AIDS—community awareness; (8) HIV/AIDS newspaper coverage; and (9) HIV/AIDS—terms to avoid using. (YLB)

ED 412 402 CE 074 963
Strategies for Success. Developing English Language, Literacy and Numeracy in Vocational Courses.
Western Sydney Inst. of TAFE, Blacktown (Australia).; Australian National Training Authority, Brisbane.
Report No.—ISBN-0-7310-9180-9
Pub Date—1996-00-00
Note—154p.
Available from—Adult Literacy Information Office, Level 1, 6-8 Holden Street, Ashfield, New South Wales 2131, Australia.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, English (Second Language), Foreign Countries, *Integrated Curriculum, *Language Skills, Literacy Education, Mathematics Skills, *Numeracy, Postsecondary Education, Program Development, Program Implementation, Teaching Methods, Tutorial Programs, *Tutoring, *Vocational Education
Identifiers—TAFE (Australia)

This book provides teachers of English for speakers of other languages and adult basic education with practical teaching strategies that can be applied across a broad range of vocational courses. It provides guidelines for setting up tutorial support within the context of Technical and Further Education (TAFE) vocational courses in Australia. Section 1 covers the purpose of tutorial support, independent learning outcomes, learning needs, the learning environment, setting up tutorial support, and team teaching. Section 2 on teaching tutorial support addresses planning a program and describes a model for teaching tutorial support. Section 3 describes the following: English language and literacy strategies for developing oral language and listening competence; notetaking; organizing information; engaging with written text in trade courses; extracting meaning from written text; understanding and answering written questions; study guides for technical courses; written assignments; and dealing with personal issues. Section 4 on maths strategies discusses examples of student difficulties and planning tutorial support. It describes strategies for problem solving, using a calculator, assisting students with their drawing skills, remembering formulas, relating the abstract to the concrete, and exploring how formulas are developed. Appendixes contain 25 references, sample literacy and numeracy screens, skills checklist, curriculum support documents, and index. (YLB)

ED 412 403 CE 074 971
Badway, Norena Grubb, W. Norton
A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation. Volume I: Framework and Examples.
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1997-10-00
Contract—V051A30003-97A, V051A30004-97A
Note—82p.; For volume II, see CE 074 972.
Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (volumes I-II, order no. MDS-782: $17.50).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Education, Basic Skills, Career Education, Career Exploration, Citizenship Education, *Community Colleges, Demonstration Programs, Education Work Relationship, Educational Change, Employment Potential, *Integrated Curriculum, *Job Skills, Program Development, Program Implementation, Teaching Methods, *Technical Institutes, Two Year Colleges, *Vocational Education

This first volume of a sourcebook presents a framework for identifying best practices of integrating career preparation into the community college. An introduction identifies seven domains of competency critical for postsecondary students: foundation academic competencies, education for citizenship, job specific/technical skills, career exploration, systems utilization skills, generic technical skills, and workplace organization experience. These teaching approaches are then described: infusion, hybrid courses, linked clusters, authentic assessment, and work-based learning. Chapters 1-6 describe the practices associated with each of the domains of career preparation—except the domain of specific technical skill. These chapters examine the specific practices of exemplary community colleges to illustrate how the approaches can be used to create educational institutions that are flexible, innovative, and effective. Chapter titles are as follows: (1) The Provision of Foundation Academics; (2) Teaching Generic Technical Skills; (3) Introducing Systems Utilization Skills; (4) Workplace Organization Experience; (5) Career Exploration; and (6) Incorporating Education for Citizenship: The Economic, Political, and Social Aspects of Work. Chapter 7 outlines ways to begin the process of reforming the ways community colleges and technical institutes go about devising their programs. Contains 42 references, a 30-item bibliography, and an appendix of sources of information. (YLB)

ED 412 404 CE 074 972
Badway, Norena Grubb, W. Norton
A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation. Volume II: Samples of Career Preparation Innovations.
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1997-10-00
Contract—V051A30004-97A, V051A30003-97A
Note—123p.; For volume I, see CE 074 971.
Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (volumes I-II, order no. MDS-782: $17.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Education, Basic Skills, Career Education, Career Exploration, Citizenship Education, *Community Colleges, *Demonstration Programs, Education Work Relationship, Educational Change, Employment Potential, *Integrated Curriculum, Job Skills, Models, Program Development, Program Implementation, Teaching Methods, *Technical Institutes, Two Year Colleges, *Vocational Education

This second volume of a sourcebook is a collection of 46 examples of innovative practices colleges and technical institutes are using to impart the seven domains of career preparation described in volume I. A table of contents in chart format provides this information: page, identification (model and description, college), academic level (transfer eligible, associate degree only, remedial/developmental, English as a Second Language/vocational English as a Second Language), and domains assessed (job specific, academic foundation, generic technical, utilizing systems, career exploration, work organization, education for citizenship). The last four examples are not curricular but organizational schemes to encourage faculty knowledge and administrative skills, so they do not have academic or domain designation. Each sample includes the following information: domain(s) of career preparation addressed, model of integrating academic study and career preparation, strategy, college (name and state), and contact person. In addition, each sample includes several of the following: career preparation innovation (capsule overview of a particular innovation adopted by the college); description (part of the course outline or a description of the innovative professional development or administrative arrangement); sample learning activities or student evaluation methods; topics, texts, course content, competencies, instructor comments; and program objectives and/or activities. (YLB)

ED 412 405 CE 074 973
Finch, Curtis R. Schmidt, B. June Moore, Margaret
Meeting Teachers' Professional Development Needs for School-to-Work Transition: Strategies for Success.

National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1997-10-00
Contract—V051A30004-97A, V051A30003-97A
Note—59p.
Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-939: $6).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, *Education Work Relationship, *Educational Needs, Inservice Teacher Education, Needs Assessment, Postsecondary Education, *Professional Development, Secondary Education, Teacher Improvement, Teaching Methods, *Vocational Education Teachers

This document describes ways to meet professional development needs of vocational and academic teachers preparing to engage in school-to-work transition activities. Section 1 presents 13 professional development themes: involving students in workplace experiences, gaining work experience, visiting the workplace, taking coursework, participating in conferences, learning through students, learning through student organizations, obtaining materials and equipment from the workplace, reading in the teaching area, participating in school-sponsored professional development activities, interacting with workplace representatives, participating in professional organizations, and learning among and from other teachers. A table provides examples of professional development activities associated with these themes. The themes are described through statements made by educators, administrators, counselors, and business, industry, and community representatives. Section 2 discusses ways to provide school-to-work related professional development to teachers. Implications are organized so that consideration is given to teachers as learners. Suggestions for using professional development to help teachers prepare for school-to-work responsibilities are offered. They are organized around each of the four stages in the professional development framework: professional development needs, focus, delivery, and impact. Contains 10 references. The appendix study contains a summary. (YLB)

ED 412 406 CE 074 974
Ramsey, Kimberly Stasz, Cathleen Ormseth, Tor Eden, Rick Co, Jennifer
Designing Classrooms that Work: Teacher Training Guide.
National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1997-09-00
Contract—V051A30004-97A, V051A30003-97A
Note—176p.
Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-963: $20).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Education, *Curriculum Design, Curriculum Development, *Curriculum Evaluation, *Education Work Relationship, Educational Change, High Schools, Instructional Materials, *Integrated Curriculum, Learning Activities, *Minicourses, *Professional Development, Sabbatical Leaves, Student Evaluation, Teaching Guides, Teaching Methods, Vocational Education, Vocational Education Teachers

This document is a guide for teachers and trainers participating in the initial experimental offering of a 6-week minisabbatical, Designing Classrooms that Work (CTW). The minisabbatical is designed to help teachers learn how to make the kinds of curricular and pedagogical changes implied by reforms to integrate vocational and academic education and to improve the school-to-career transition. The guide constitutes the basic text for the minisabbatical as a course of study and is supplemented by readings on curricular and pedagogical innovation. It explains the background and purpose of the minisabbatical, describes its organization, and provides suggestions for implementation in these areas: overall project coordination, school and classroom arrangements, teacher recruitment and selection, worksite and mentor recruitment, and student recruitment. The main body of the guide is organized by weeks. Each week has two main elements: an introduction or overview and descriptions of activities. Topics are as follows: Week 1—Introduction; Week 2—Observe Authentic Worksite Problems; Weeks 3-4—Design Curriculum and Plan Assessment; and Weeks 5-6—Teach and Assess the CTW Curriculum. Appendixes contain the following: minisabbatical syllabus and reading list, schedules, protocols, evaluation instruments, and other materials to support implementation. (YLB)

ED 412 407 CE 074 976
Seccombe, I. Smith, G.
Taking Part: Registered Nurses and the Labour Market in 1997.
Sussex Univ., Brighton (England). Inst. for Employment Studies.
Report No. —IES-R-338; ISBN-1-85184-266-7
Pub Date—1997-00-00
Note—91p.
Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, England, United Kingdom.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Change, *Career Development, *Employment Patterns, Foreign Countries, Income, Individual Characteristics, *Job Satisfaction, Labor Market, Labor Supply, *Labor Turnover, National Surveys, *Nurses, Occupational Surveys, *Work Attitudes
Identifiers—*United Kingdom

The labor market participation, pay, job satisfaction, employment patterns, and turnover of registered nurses in the United Kingdom were examined through an analysis of data from the 1997 Royal College of Nursing (RCN) Survey. Of the random sample of 5,984 nurses from the RCN membership records surveyed, 4,288 (72%) returned usable questionnaires. Of the 90% of respondents who were employed in nursing, 75% worked in the National Health Service (NHS). A comparison of the 1997 and previous survey findings established the following: the number of practitioners not renewing their registration increased from 7,266 in 1990-1991 to 17,572 in 1995-96; the net growth in nursing employment in recent years has resulted from increased employment in non-NHS sectors; the proportions of nurses employed in higher-grade nursing positions and below the top of their pay scales have declined since 1991; 65% the number of nurses working full time declined from 65% in 1992 to 59% in 1997; most job turnover was accounted for by moves between non-NHS jobs. (Fifty-three figures/tables and 22 references are included. Appended is information about the following: 1997 RCN Membership Survey; participation in nursing and estimated pool size; and shift patterns by employment sector and specialty.) (MN)

ED 412 408 CE 074 977
Jackson, C. Hayday, S.
Accountants with Attitude: A Career Survey of Women and Men in the Profession.
Sussex Univ., Brighton (England). Inst. for Employment Studies.
Report No. —IES-R-342; ISBN-1-85184-270-5
Pub Date—1997-00-00
Note—102p.
Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, England, United Kingdom.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Accountants, Career Choice, Career Development, Career Education, Comparative Analysis, Cultural Differences, Education Work Relationship, Educational Needs, Employed Women, *Employment Opportunities, *Employment Patterns, Family Work Relationship, Foreign Countries, Individual Characteristics, *Job Satisfaction, Labor Force Development, Males, National Surveys, Occupational Surveys, Part Time Employment, Professional Development, *Sex Differences, *Work Attitudes
Identifiers—Ireland, *United Kingdom

The career attitudes of professionally qualified accountants from the six major accountancy bodies in the United Kingdom and Ireland were examined through a survey of a sample structured so that a minium of 100 men and 100 women were chosen from the membership of each professional body. Of the 1,478 questionnaires mailed, 745 (50.4%) were included in the analysis. The analysis focused on respondents' reasons for studying accounting, their characteristics and employment patterns, their views on careers in accounting, their skills and training needs, things they want from work, and considerations in developing and managing a diverse work force. Both male and female respondents identified strongly with their profession, considered themselves well trained, and reported high levels of job interest and career satisfaction. The women did not consider their career opportunities equal to those of their male counterparts. Despite an unmet demand for part-time work opportunities, women who were working or had worked part time or in a job share reported negative career consequences of part-time employment. A great deal of similarity was found between the features of work considered most important by men and women. (Fifty-two figures/tables are included. Appended are a discussion of the survey methodology and six additional tables.) (MN)

ED 412 409 CE 074 980
Robinson-Pant, Anna
Literacy in Nepal: Looking through the Literature. Education for Development Occasional Papers Series 1, Number 1.
Education for Development, Reading (England).
Spons Agency—Overseas Development Administration, London (England).
Report No.—ISBN-1-870447-14-X
Pub Date—1995-08-00
Note—16p.
Available from—Education for Development, Woodmans, Westwood Row, Tilehurst, Reading RG31 6LT, England, United Kingdom (3 pounds plus postage).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Educational Environment, Educational Practices, *Educational Research, Family Literacy, Foreign Countries, Interactive Video, Language Experience Approach, Law Related Education, *Literacy Education, Literature Reviews, *Publications, State of the Art Reviews, Student Centered Curriculum
Identifiers—*Nepal

Despite the extensive work that has been done and continues to take place in the field of literacy in Nepal, it was not until very recently that literacy activity in Nepal was reflected in writing. Increasingly, however, literacy practitioners in Nepal are realizing the importance of documenting their experiences, and literature devoted to the following aspects of literacy in Nepal is now available: family literacy, learner-generated materials, the language experience approach, legal literacy, and participatory videotape. More than two-thirds of publications on these topics date from the 1990s. A large amount of those publications have been produced for or by specific projects, either as evaluation reports or proposals. Only a few articles examining issues or even the history of literacy developments in Nepal have been published. Most available literature on literacy in Nepal has been produced by international agencies for their own internal use and must therefore be read in the context of planning and evaluating a specific literacy project or program. The material on literacy in Nepal that does exist is widely scattered and therefore difficult to obtain in Nepal or the United Kingdom. Many publications must be requested from the individual agencies concerned. (Contains 70 references.) (MN)

ED 412 410 CE 074 981

Dighe, Anita

Women and Literacy in India: A Study in a Re-settlement Colony in Delhi. Education for Development Occasional Papers Series 1, Number 2.

Education for Development, Reading (England).
Report No.—ISBN-1-870447-15-8
Pub Date—1995-08-00
Note—29p.
Available from—Education for Development, Building 33, University of Reading, London Road, Reading RG1 5AQ, England, United Kingdom.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Continuing Education, Developing Nations, Educational Attainment, *Educational Attitudes, Foreign Countries, *Illiteracy, Land Settlement, Learning Processes, *Literacy Education, Outcomes of Education, Participation, *Refugees, Teaching Methods, Urban Areas, *Womens Education
Identifiers—*India

A group of 100 randomly selected women living in the resettlement colony of Ambedkernager in South Delhi, India, who had participated in colony's Total Literacy Campaign (TLC) were interviewed regarding their participation in the TLC. Of the 100 women, 34 had attended school earlier. Four of the 34 women were still attending school. Most respondents were motivated to join the TLC by young literacy volunteers living in their neighborhoods. Although most women joined the TLC on their own initiative, most had husbands, parents, or children who supported their participation in the campaign. Most respondents had positive opinions about the literacy volunteers; however, not all of them liked attending literacy classes. Although all the respondents had completed the three TLC primers, only 16% were able to reach the National Literacy Mission norm when tested. By and large, the respondents did not use their newly acquired reading, writing, and numeracy skills in their everyday lives. When asked whether literacy had changed their personal and family lives, many respondents did not initially answer positively. When probed, however, they acknowledged some changes in their lives after acquiring literacy skills. (Contains 28 references.) (MN)

ED 412 411 CE 074 982

Mueller, Josef

Literacy and Non-Formal (Basic) Education—Still a Donor Priority? Education for Development Occasional Papers Series 1, Number 3.

Education for Development, Reading (England).
Report No.—ISBN-1-870447-16-6
Pub Date—1996-10-00
Note—31p.; Paper presented at the Annual Conference of Education for Development (London, England, September 20, 1996).
Available from—Education for Development, Block 33, University of Reading, London Road, Reading RG1 5AQ, England, United Kingdom.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Developing Nations, Educational Finance, Educational Trends, *Financial Support, Foreign Countries, *International Organizations, *Literacy Education, *Nonformal Education, *Organizational Objectives, Trend Analysis

Despite renewed attention to global poverty alleviation and sustainable development, most agencies and organizations donating large amounts of funds for the social sector have been decreasing their aid to literacy and nonformal (basic) education. In most cases, donors trying to combine support for basic education with poverty alleviation focus on primary education or recently developed alternative patterns for providing primary education to school dropouts or unschooled youths. Among the reasons for declining donor support of literacy and nonformal (basic) education are the following: the overwhelming magnitude of the problem; the nonformal sector's relative lack of equipment and organization; the physical invisibility of success; the view that literacy is a sensitive area for involvement by oversees governments; lack of methods to evaluate nonformal literacy programs' results accurately; the belief of many donors that literacy is a "murky area" best left to nongovernmental organizations; and lack of resources to mount national literacy and nonformal education campaigns. (The bibliography contains 30 references. Appended are graphs/tables detailing the following: number of illiterate people in 1980-2010; number of illiterate people by sex; German Federal Ministry of Economic Cooperation and Development aid to education in 1993-1995; and characteristics of education aid among selected donors.) (MN)

ED 412 412 CE 074 983

LaTowsky, Robert J.

Egypt's NGO Sector. A Briefing Paper. Education for Development Occasional Papers Series 1, Number 4.

Education for Development, Reading (England).
Report No.—ISBN-1-870447-18-2
Pub Date—1997-01-00
Note—26p.
Available from—Education for Development, Block 33, University of Reading, London Road, Reading RG1 5AQ, England.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, Agency Role, *Community Development, Community Education, Community Organizations, Financial Support, Foreign Countries, Learning Activities, *Nonprofit Organizations, Organizational Development, *Organizational Objectives, Outreach Programs, Religious Organizations, Services, *Voluntary Agencies
Identifiers—*Egypt, *Nongovernmental Organizations

Of the nearly 14,500 nongovernmental organizations (NGOs) now registered with Egypt's Ministry of Social Affairs, 25% are inactive, 3% are less than 3 years old, and 7% are private member associations. The Egyptian government's promotion of specific social programs and service models in the NGO sector began after the October War of 1973. Egyptian NGOs, which are primarily politically neutral, fall into five categories: community development associations; religious (Muslim and Christian) welfare associations; private member associations; nonreligious social welfare associations; and scientific and public cultural organizations. In 1992, Egypt's NGO sector had an estimated total annual revenue of $85-110 million (U.S.), with private donations and activity (user) fees accounting for two-thirds of those revenues. Key NGO services and activities include the following: day care programs, sewing classes, health services, aid to widow-headed households, skills training and productive activities, general education, and religious instruction. Most Egyptian NGO services aim to serve the middle and lower-middle classes rather than the poor. The leaders and members of Egyptian NGOs are overwhelmingly male. NGO services are concentrated in urban areas. The sector is characterized by rivalries between associations at both the community and national levels. (The document contains 26 references and 10 tables and figures.) (MN)

ED 412 413 CE 074 984

Learner-Centred Non-Formal Education for NFE Practitioners.

Education for Development, Reading (England).
Report No.—ISBN-1-870447-17-4
Pub Date—1996-00-00
Note—90p.; Supported by the English Speaking Union-Barclays Bank Training Fund.
Available from—Education for Development, Block 33, University of Reading, London Road, Reading RG1 5AQ, England, United Kingdom.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, Behavioral Objectives, Classroom Techniques, Community Education, Community Involvement, *Curriculum Development, *Educational Principles, Foreign Countries, *Nonformal Education, Program Evaluation, *Social Environment, *Student Centered Curriculum, Teaching Methods

This guide, which was developed by a group of nonformal education (NFE) practitioners during a training course conducted in India, is intended as a tool to train NFE practitioners. Discussed first are the basic principles of NFE, the meaning of the term "active learning and education," features of NFE, and ways NFE can help advance development. The following issues are considered in a section devoted to NFE's social context: involving stakeholders and the community in NFE and NFE centers; building a stronger learning environment and promoting active learning through a process of questioning, thinking, and testing; and motivating learners. Part 3, "NFE and the Classroom" covers topics such as: creating a learner-centered curriculum, syllabus, and schedule of work; setting learning objectives in terms of knowledge, skills, and attitudes; managing the classroom in a manner promoting active learning; and selecting methods and materials for use in learner-centered NFE. The concluding section on developing the future of NFE includes a rationale and procedures for monitoring and evaluating learner-centered NFE and guidelines for incorporating evaluation results into action plans for the future. (MN)

ED 412 414 CE 074 985

Pemagbi, Joe Rogers, Alan

Literacy Enhancement in English in West Africa. Guidebook for the Production and Use of Real and Learner-Generated Materials.

Education for Development, Reading (England).
Spons Agency—British Council, Accra (Sierra Leone).
Pub Date—1996-00-00
Note—44p.
Available from—Education for Development, Building 33, University of Reading, London Road, Reading RG1 5AQ, England, United Kingdom.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Foreign Countries, Instructional Materials, *Literacy Education, *Material Development, *Student Developed Materials
Identifiers—*Africa (West)

This guide is designed for facilitators and planners of adult literacy programs in the various countries of Anglophone West Africa, where many individuals have learned literacy in their own community languages but have not developed the English literacy skills required to function effectively in public administration and employment facilities. The following topics are among those discussed in the guide's four chapters: meaningful literacy enhancement activities in West Africa and challenges in content, materials, methods and training (the who, why, what, and how of literacy in English and literacy enhancement programs); the "real literacies" approach to literacy versus the traditional approach; identification and use of real literacy materials (their advantages, disadvantages, intended audience, collection, and use in the classroom; methods of helping facilitators produce, identify, and use real literacy materials, and introduction of real literacy materials into the community); and production and use of learner-generated materials (their advantages, disadvantages, preparation, and use; methods of helping facilitators produce, identify, and use learner-generated literacy materials; and introduction of learner-generated literacy materials into the community). Tips and blank boxes for facilitators to use in developing literacy materials and planning their use are included throughout the guide. (MN)

ED 412 415 CE 074 986

Borghans, Lex de Grip, Andries Heijke, Hans

Concepts and Methodology for Labour Market Forecasts by Occupation and Qualification in the Context of a Flexible Labour Market.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).
Report No.—ISBN-92-827-0380-0
Pub Date—1996-00-00
Note—41p.
Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; 800/274-4888 (catalogue no. HX-96-96-247-EN-C: 5.50 European Currency Units).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change, Economic Research, *Education Work Relationship, Educational Attainment, Educational Needs, Educational Research, *Employment Projections, *Employment Qualifications, Foreign Countries, Labor Market, Needs Assessment, *Occupational Surveys, Postsecondary Education, *Research Methodology, Secondary Education, *Vocational Education
Identifiers—*Europe

The problem of planning and making labor market forecasts by occupation and qualification in the context of a constantly changing labor market was examined. The examination focused on the following topics: assumptions, benefits, and pitfalls of the labor requirement model of projecting future imbalances between labor supply and demand for certain types of education or qualifications; considerations in interpreting educational and skill requirements for specific jobs; substitution processes resulting from discrepancies between demand and supply in the labor market; substitution processes in the labor market (opportunities to switch to jobs in other economic subsectors, opportunities for substitution in recruiting personnel, structure of the labor market, clearly demarcated market segments, large occupational submarkets, specialization and flexibility, and similarities between different levels of education); methods of modeling substitution processes; components of demand; and shifts in employment by educational levels. It was demonstrated by way of the example of the Dutch labor market that substitution processes between different types of education play a crucial role in the labor market's adjustment to changes in supply and demand. (Contains 14 references and 15 tables/figures. A summary of this paper that was presented at a 1995 conference is appended.) (MN)

ED 412 416 CE 074 987

Bieganski, Richard Cadet, Jean-Paul

Evolution of Employment and Qualifications in Motor Vehicle Repairs in France. Analysis of the Purpose of Coordinating the Overall System, Individual Organizations and Local Situations. Contribution for the CIRETOQ Meeting Organized at CEREQ/Marseille by CEDEFOP (November 20-21, 1995).

European Centre for the Development of Vocational Training, Thessaloniki (Greece).
Report No.—ISBN-92-827-8404-5
Pub Date—1996-00-00
Note—42p.
Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; 800/274-4888 (catalogue no. HX-98-96-881-EN-C: 5.50 European Currency Units).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Auto Mechanics, Data Analysis, Data Collection, Economic Research, *Education Work Relationship, Educational Opportunities, Educational Practices, Educational Research, Employment Opportunities, Employment Practices, *Employment Projections, Employment Qualifications, Foreign Countries, Labor Market, *Occupational Surveys, Postsecondary Education, Recruitment, *Research Methodology, *Trade and Industrial Education
Identifiers—*France

Considerations in analyzing and surveying the prospects for employment and training in the motor vehicle repair sector were explored by way of the example of France's motor vehicle repair sector. The discussion focused on the need to take the following steps: determine how labor is managed in the sector under consideration; consider the impact of changes in the sector's size and structure and the training and skill levels of its workers; trace trends regarding enterprise size and networks of enterprises; and identify specific regional features. A method of diagnosing employment opportunities and training needs was proposed that follows in the tradition of applied economics and is based on characterization of labor management as it is predominantly and structurally practiced in the sector and in the mutated forms that it may adopt in response to technical and economic changes. It was emphasized that achieving a good understanding of labor and qualification requirements in a sector requires taking a close look at situations in individual enterprises and local areas so as to allow for the wide range of different forms that the training-employment relationship assumes. (Contains 29 references.) (MN)

ED 412 417 CE 074 991

Onstenk, Jeroen Voncken, Eva

The Role of the Company in Generating Skills. The Learning Effects of Work Organization. The Netherlands.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).
Report No.—ISBN-92-827-0374-6
Pub Date—1993-06-00
Note—81p.; For related documents, see ED 407 592 and CE 074 952-953.
Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; phone: 800/274-4888 (catalogue no. HX-96-96-271-EN-C: 8 European Currency Units).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, Case Studies, *Education Work Relationship, Educational Attitudes, Educational Change, Educational Needs, Educational Policy, Educational Supply, Educational Trends, Employer Attitudes, Employment Practices, Employment Qualifications, Financial Support, Foreign Countries, Government School Relationship, Industrial Training, Labor Market, Off the Job Training, *On the Job Training, Organizational Development, Secondary Education, *Skill Development, Synthesis, Trend Analysis, *Vocational Education
Identifiers—Impact Studies, *Learning Organizations, *Netherlands

The impact of developments in work organizations on the skilling process in the Netherlands was studied through a macro analysis of available statistical information about the development of education for work in the Netherlands and case studies of three Dutch firms. The macro analysis focused on the following: vocational education in the Netherlands, adult education and in-house training, and developments in the Dutch labor market. The case studies examined the organizational structures and training practices of three companies: a pharmaceutical factory that has computerized its production control system, an adhesive manufacturer that has radically changed its job structure without extensive renovation of its production process, and the production automation department of a large bank. Among the main findings were the following: (1) vocational and adult education are being restructured, and the connections between them are increasing; (2) Dutch firms' training efforts are increasing, and their training policies are broadening their focus from eliminating shortcomings in workers' qualifications to preparing for ongoing changes in the work organization; and (3) although industry's involvement in vocational education is generally increasing, the study firms have not appreciably altered their relations with regional intermediate vocational education. (Ten tables and 37 references are included.) (MN)

ED 412 418 CE 074 992

Van den Berghe, Wouter

Quality Issues and Trends in Vocational Education and Training in Europe.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).
Report No.—ISBN-92-827-8194-1
Pub Date—1996-02-00
Note—52p.
Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; phone: 800/274-4888 (catalogue no. HX-98-96-647-EN-C: 5.50 European Currency Units).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Continuing Education, Educational Cooperation, Educational Policy, *Educational Quality, *Educational Trends, Foreign Countries, International Cooperation, International Educational Exchange, International Organizations, Models, Policy Formation, Position Papers, Postsecondary Education, *Quality Control, Secondary Education, Standards, Synthesis, *Systems Approach, Theory Practice Relationship, Total Quality Management, *Vocational Education
Identifiers—*Europe, International Standards

This document synthesizes reports on quality issues and trends in vocational education and training (VET) in Belgium, Denmark, Germany, Greece, the Netherlands, Portugal, and Spain. Discussed in the report's five sections are the following topics: quality concepts and their application to VET (VET in Europe, quality concepts and their application to education and training, the increased emphasis on quality in VET); quality assurance and control systems in VET (quality control systems, evaluation systems as part of quality control systems); quality systems in European VET (quality systems for initial VET, quality systems and models in continuing VET); vocational training quality issues in Europe (the changing role of public authorities and social partners, reconciliation of decentralization with central quality standards, quality approaches as a means of raising VET's status, contribution of quality systems to market transparency, availability of tools to support the adoption of quality approaches, relevance and added value of industrial quality practice to VET, European cooperation and the European dimension of the quality debate); and a framework for analyzing quality of VET and recommendations for further research. Contains 64 references. (MN)

ED 412 419 CE 075 000

Cosmetology Studies. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
Report No.—ISBN-0-7732-5268-1
Pub Date—1997-00-00
Note—475p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—*Behavioral Objectives, *Competence, Competency Based Education, *Cosmetology, Course Content, Curriculum Guides, *Employment Potential, Entry Workers, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, Secondary Education, Teaching Guides, Teaching Methods, Technical Education, Vocational Education
Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in cosmetology, use technology in the cosmetology field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs in the field. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section contains a rationale and philosophy for the cosmetology strand, strand organization, and planning for instruction. The 58 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in the field of cosmetology in these areas: hair care and cutting, skin care, make up, manicuring, theatrical makeup, and sales and service. The modules define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 35 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 420 CE 075 001

Energy and Mines. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-5274-6

Pub Date—1997-00-00

Note—400p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Behavioral Objectives, *Competence, Competency Based Education, Course Content, *Employment Potential, Energy, Energy Education, *Energy Occupations, Entry Workers, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, *Mining, Secondary Education, Teaching Methods, Technical Education, Vocational Education

Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in energy and mines, use technology in the fields of energy and mining effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs in the field. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides a comprehensive view of energy and mineral development in Alberta and Canada, including rationale and philosophy for the energy and mines strand, strand organization, and planning for instruction. The 26 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in the field of energy and mines on the following topics: resource exploration, recovery, production, marketing and management, and conservation. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 48 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 421 CE 075 002

Financial Management. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-5282-7

Pub Date—1997-00-00

Note—193p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Accounting, *Behavioral Objectives, *Competence, Competency Based Education, Course Content, Curriculum Guides, *Employment Potential, Entry Workers, *Finance Occupations, *Financial Services, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, Money Management, Secondary Education, Teaching Methods, Technical Education, Vocational Education

Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in financial management, use technology in the financial management field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides an opportunity for students to learn about the development and use of financial information and to apply this information within the context of business and personal life. It includes a rationale and philosophy for the financial management strand, strand organization, and planning for instruction. The 14 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in these areas of financial management: financial information, taxation, business management, financial software, and accounting. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 76 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 422 CE 075 003

Forestry. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-5285-1

Pub Date—1997-00-00

Note—479p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Behavioral Objectives, *Competence, Competency Based Education, Conservation (Environment), Course Content, Curriculum Guides, *Employment Potential, Entry Workers, Foreign Countries, *Forestry, *Forestry Occupations, *Job Skills, Learning Activities, Learning Modules, Secondary Education, Teaching Methods, Technical Education, Vocational Education

Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in forestry occupations, use technology in the forestry field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides opportunities for students to examine the dynamics of forest ecosystems, as well as the man benefits and opportunities associated with forests. It includes a rationale and philosophy for the financial management strand, strand organization and planning for instruction. The 21 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in forestry and forest management. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 76 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 423 CE 075 004

Information Processing. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-5284-3

Pub Date—1997-00-00

Note—452p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Behavioral Objectives, *Competence, Competency Based Education, Course Content, Curriculum Guides, *Employment Potential, Entry Workers, Foreign Countries, *Information Processing, *Information Science Education, *Job Skills, Learning Activities, Learning Modules, Secondary Education, Teaching Methods, Technical Education, Vocational Education

Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in information processing occupations, use technology in for information processing effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides opportunities for students to study technological trends, learn technological skills, learn to input, process, and output information in the areas of systems operations, text and data input, productivity software, applied processing, dynamic environment, and programming (procedure-oriented and object-oriented). It includes a rationale and philosophy for the information processing strand, strand organization, and planning for instruction. The 48 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in the field of information processing. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 105 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 424 CE 075 005

Legal Studies. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-5286-X

Pub Date—1997-00-00

Note—215p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Behavioral Objectives, *Competence, Competency Based Education, Course Content, Curriculum Guides, *Employment Potential, Entry Workers, Foreign Countries, *Job Skills, *Law Related Education, *Laws, Learning Activities, Learning Modules, Legal Assistants, Secondary Education, Teaching Methods, Technical Education, Vocational Education

Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in legal occupations, use technology in the legal field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section presents students with basic and practical information about the law in daily life, equips students to participate in the changing of laws, and creates awareness of the many law-related occupational opportunities that are available. It includes a rationale and philosophy for the legal studies strand, strand organization, and planning for instruction. The 13 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in the field of law-related education. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 50 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

ED 412 425 CE 075 006

Logistics. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
Report No.—ISBN-0-7732-9836-3
Pub Date—1997-00-00
Note—163p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Behavioral Objectives, *Competence, Competency Based Education, Course Content, Curriculum Guides, Developed Nations, *Distributive Education, *Employment Potential, Entry Workers, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, Secondary Education, Teaching Methods, Technical Education, Transportation, Vocational Education, Wholesaling
Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in logistics occupations, use technology in the logistics field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides opportunities for students to increase their knowledge and appreciation about the scope and roles of each subsector of logistics, the importance of these subsectors to daily living, business and commerce, the effect of different modes of transportation on natural environments, and the variety of occupations involved in related careers. It includes the following: (1) rationale and philosophy for the logistics strand; (2) strand organization; (3) planning for instruction; (4) 12 modules, organized into introductory, intermediate, and advanced levels, that cover a comprehensive set of competencies in logistics, warehouse management, and transportation; and define exit-level competencies, specify prerequisites, and outline specific learner expectations; (5) module curriculum and assessment standards; (6) assessment tools; (7) linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; (8) a learning resource guide listing six resources keyed to modules, plus sources for further information; and (9) sample student learning guides. (KC)

ED 412 426 CE 075 007

Management and Marketing. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
Report No.—ISBN-0-7732-9838-X
Pub Date—1997-00-00
Note—317p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Behavioral Objectives, *Business Administration, *Competence, Competency Based Education, Course Content, Curriculum Guides, Distributive Education, *Employment Potential, Entry Workers, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, *Marketing, Secondary Education, Teaching Methods, Technical Education, Vocational Education
Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in management and marketing occupations, use technology in these fields effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides opportunities for students to explore the complex and continuously expanding study of management and marketing systems and strategies in order to develop background and skills to make a difference as an entry-level employee. It includes a rationale and philosophy for the logistics strand, strand organization, and planning for instruction. The 19 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in customer service, communications, advertising, and business management. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 90 resources keyed to modules, plus additional sources; and sample student learning guides. (KC)

ED 412 427 CE 075 008

Mechanics. Guide to Standards and Implementation. Career & Technology Studies.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
Report No.—ISBN-0-7732-9840-1
Pub Date—1997-00-00
Note—390p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Auto Mechanics, Behavioral Objectives, *Competence, Competency Based Education, Course Content, Curriculum Guides, *Employment Potential, Entry Workers, Foreign Countries, *Job Skills, Learning Activities, Learning Modules, *Mechanical Skills, Secondary Education, Teaching Methods, Technical Education, Vocational Education
Identifiers—Alberta

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in the design and repair of motor vehicles, use technology in these fields effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides opportunities for students, through hands-on experiences, to have the opportunity to increase their knowledge and skills related to the design and maintenance of transportation vehicles and the impact they have on the environment, society, and economics. It includes a rationale and philosophy for the logistics strand, strand organization, and planning for instruction. The 54 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in vehicle design and repair. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 48 resources keyed to modules, plus additional sources; and sample student learning guides. (KC)

ED 412 428 CE 075 031

Extending the Ladder: From CASAS to Work Keys Assessments. Final Report.

American Coll. Testing Program, Iowa City, IA.; Comprehensive Adult Student Assessment System, San Diego, CA.
Spons Agency—National Inst. for Literacy, Washington, DC.
Pub Date—1997-00-00
Note—98p.
Available from—CASAS Customer Service, 8910 Clairemont Mesa Blvd., San Diego, CA 92123-1104.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Basic Skills, Education Work Relationship, Evaluation Methods, *Job Skills, Mathematics Tests, On the Job Training, Reading Tests, *Test Use, *Workplace Literacy
Identifiers—*Comprehensive Adult Student Assessment System, *Work Keys (ACT)

CASAS (Comprehensive Adult Student Assessment System) and ACT (American College Testing) have separately developed systems to identify the skills needed in the workplace. A research project studied the relationship between CASAS' Workforce Learning Systems (WLS) and ACT's Work Keys to determine how the systems could be linked to support individuals as they move up the employability skills ladder. The project first conducted a content and cognitive review to verify three assumptions: workplace skills can be viewed as a continuous and progressive process; the two systems provide high quality assessment tools; and there is a link between the systems. An empirical study addressed two research questions: whether the two assessments in reading and mathematics are sufficiently correlated to permit meaningful articulation, and whether the two assessments in reading and mathematics are different enough in the range of skill levels covered so that articulation will extend the total range of skills covered in individual assessments.Study participants took either the WLS (n=383) or the Work Keys (n=367) reading assessment and either the WLS (n=379) or the Work Keys (n=347) mathematics assessment. The final matched sample contained 494 participants. Results showed that the two systems are sufficiently correlated and sufficiently different to make an integration feasible and useful. It was recommended that educators, trainers, and human resource managers use the systems in tandem for developing workplace learning programs and placing individual learners. (The report contains 16 references. Appendices include a list of data collection sites, proposal letter, sample assessment items, examinees with usable scores by state and site, and relationship between participants and typical examinees.) (KC)

CG

ED 412 429 CG 027 570

Bordan, Terry, Ed.

Journal for the Professional Counselor, 1996.

New York Counseling Association, Inc., Albany.
Report No.—ISSN-1080-6385
Pub Date—1996-00-00
Note—205p.
Journal Cit—Journal for the Professional Counselor; v11 n1-2 1996
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Adolescents, Behavior Problems, *Childhood Needs, Children, Chinese Americans, Chronic Illness, *Counseling Psychology, *Counselors, Elementary Secondary Education, Fairy Tales, Family Environment, Health Maintenance Organizations, Peer Rela-

tionship, School Counselors, Self Concept, Sexual Abuse, Speech, Student Needs

Identifiers—Council for Accred of Counsel and Relat Educ Prog

A broad range of issues which concern professional counselors is covered in these two journal issues. The articles include: New York State Counselor Licensure: An Overview (Terry Bordan and Judith Ritterman); The Research and Publishing Process: A Rational Approach (A. Scott McGowan); The Student-Athlete Dichotomy: Helping Students Fulfill Their Dual Roles (Frank Brady); Adolescent Egocentrism and Its Relationship to HIV and AIDS (Kevin A. Curtin); Social Constructionist Counseling with Families When a Child has Been Raped (June A. Smith and Alanzo H. Smith); Childhood Chronic Illness and Families: A Review of the Literature and Implications for Counselors (Phillis A. Gordon, et al.); Culture and Empowerment: Counseling Services for Immigrant Chinese American Families (George K. Hong); Influences on the Philosophy and Practice of a School Counselor: A Personal Perspective (George F. DeHaas); Effective Changes in Admissions Requirements and Procedures in a CACREP Accredited Masters Program (Basilia C. Softas Nall and Tracey D. Bostwick Baldo); Establishing a Successful Private Practice: Some Practical Considerations (Terry Bordan and Marjorie S. Demshock); Bystanders: An Overlooked Factor in Peer on Peer Abuse (Richard J. Hazler); The Relationship between Esophageal Speech Acquisition and Self-Concept Following Total Laryngectomy (Dianne C. Slavin and Joyce A. Rubenstein); Children from Chemically Dependent Families: An Evaluative Study (Dawn Pieper and Jill Carlson Zimmerman); Fairy Tales and Symbols: Gaining Access to the Unconscious (Camille C. Copeland, et al.); New Approach to Counseling (Phyllis Rubenfeld); Managed Care and Health Care Reform: Implications for Professional Training and Practice (Tony D. Crespi and Mary E. Steir); Counseling Clients with HIV and AIDS: A Review of Ethical and Legal Issues (Burnice L. Hayes); and Collaborative Interventions for Children with Chronic Behavior Problems (Diane Dempsey Marr). (RJM)

ED 412 430 CG 027 761

Colozzi, Edward Anthony

Creating a Systematic Multi-Mode Approach to Career Guidance.

Pub Date—1996-03-00

Note—19p.; Paper presented at the Annual Meetings of the American College Personnel Association (Baltimore, MD, March 6-10, 1996) and the American Counseling Association World Conference (Pittsburgh, PA, April 20-23, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Career Guidance, College Students, *Counseling Services, Higher Education, Student Development, Student Needs, *Student Personnel Services

Identifiers—*Multimodal Methods

Concerns over career counseling continue to be heard on college campuses. Some of these concerns are articulated in this paper in an effort to promote more cost-effective services. The report opens with a discussion of student attrition and reviews the national literature, outlining such reasons for attrition as a lack of clear vocational goals. The changing nature of student needs is explored, as student bodies represent increasing diversity in age, background, etc.; thus requiring schools to be more attuned to varied students' learning styles and other characteristics. However, reviews of career and employment counseling services available to students indicate that shrinking budgets and increased numbers of students in need of college counseling are creating an important challenge. One way to meet this challenge, it is argued, is through Systematic Career Guidance (SCG). One important aspect of SCG, besides increased student contact and cost efficiency, is the opportunity for students to sit together in small groups as they share vocational interests. Through SCG, Career Services professionals help students become more clear about their career goals, the relevance of higher education to their goals, and how to stay on track. (Contains 27 references and 2 tables.) (RJM)

ED 412 431 CG 028 003

Miller, Geraldine A. Russo, Thomas J.

Alcoholism, Spiritual Well-Being and the Need for Transcendence.

Pub Date—1995-00-00

Note—23p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, *Comparative Analysis, Counseling Theories, Drug Addiction, Life Satisfaction, *Well Being

Identifiers—Alcoholics Anonymous, Spiritual Development, *Spiritual Well Being, *Transcendence

When assessing quality of life satisfaction in relation to an individual's recovery from an addiction, such as alcoholism, the expressed need for spiritual well-being is frequently a significant aspect of the psychotherapeutic encounter. Some of the quantitative and qualitative aspects of spiritual well-being in recovering alcoholics are examined. The study was guided by the following questions: What is a satisfactory measure for spiritual well-being? How could such a measure be useful not only for research but for psychotherapeutic use? How might such a measure and its findings be adapted to working with addicted clients? and How do the reports of spiritual well-being of addicted individuals compare to a similar group of nonaddicted adults? After reviewing the research addressing these issues, the study designed to answer these questions is described. The study sample of 58 nonalcoholics and 50 alcoholics were administered the Spiritual Well-Being Scale (SWB). The SWB consists of an Existential Well-Being Scale (EWB) and a Religious Well-Being Scale (RWB). Findings indicate that the nonaddicted group scored significantly higher on the total SWB and the EWB scales, suggesting that life circumstances related to addiction and alcoholism negatively influence individuals' spiritual well-being. Results were analyzed qualitatively by interviewing recovering alcoholics on their spiritual development path. A model describing this path is presented with narrative descriptions provided by subjects in various points of their recovery. (RJM)

ED 412 432 CG 028 018

Holcomb-McCoy, Cheryl C.

Who Am I? The Ethnic Identity Development of Adolescents.

Pub Date—1997-00-00

Note—14p.; Paper presented at the Annual Meeting of the American School Counselor Association (Nashville, TN, June 29-July 1, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Cultural Awareness, *Developmental Stages, *Ethnicity, Pupil Personnel Services, Racial Identification, School Counselors, Secondary Education, *Self Concept, *Student Development

Identifiers—Adolescent Attitudes

During the past 20 years, much has been written on the ethnic/racial identity development of adults. Recently, attention toward adolescents' ethnic identity development has increased; to explicate this new research, a model of ethnic identity development proposed by Phinney (1989) is explored here. The model classifies adolescents into one of four ethnic identity statuses: (1) diffused identity (little or no exploration of one's identity); (2) foreclosed identity (having adopted the attitudes and beliefs about one's ethnic group without any self-exploration); (3) moratorium (an exploration period where adolescents express a keen interest in learning more about their culture); and (4) achieved identity (an ultimate outcome where individuals who possess an achieved identity have experienced a period of exploration and have developed a sense of confidence and pride in his or her ethnic group). Some of the implications of these stages for school counselors include: the need to educate teachers and other school personnel about the impact of ethnic identity on the personal development of minority students; and they must help create a school climate that welcomes diversity and empowers students to explore their ethnic heritage. Such education is important, it is argued, since research indicates a connection linking ethnic identity development to student's academic achievement, interpersonal relationships, and self-esteem. (Contains 21 references.) (RJM)

ED 412 433 CG 028 021

O'Connell, Melissa Fondo, Michelle

Students 4 Students. Robinswood Middle School (Orlando, Florida).

Pub Date—1997-04-00

Note—14p.; Paper presented at the Annual Conference of the National School-Age Care Alliance (Orlando, FL, April 17-19, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Counseling Techniques, *Helping Relationship, *High Risk Students, High School Students, *Middle Schools, *Peer Counseling, Program Descriptions, Pupil Personnel Services, Secondary Education, Student Needs

Identifiers—*Middle School Students, *Student Assistance Programs

Recognizing that middle school students frequently have difficulty sharing their problems with adults, a program was initiated at Robinswood Middle School (Orlando, Florida) to bridge the gap between child and adult by asking older students, such as high school students, to serve as listeners for at-risk middle school students. The development of this program is described. The paper begins with a first-person narrative describing the experiences of the student facilitator. This high school student's duties included facilitating talk groups-ranging from divorce groups to leadership groups-and working in concert both with peer mediation and with teachers. Support groups would meet once a week for 6 to 8 weeks and the student coordinator organized activities and guest speakers. Many students, it is reported, made noticeable improvements in academics and in attitude. The student facilitator worked in conjunction with the Student Assistance and Family Empowerment (SAFE) coordinator at the middle school. The SAFE Program provides support groups, mentor programs, and referral to outside agencies for at-risk students. Because students' accepted and trusted the student facilitator, she became the "bridge" between students and teachers on the SAFE team. Some of the students' comments are included here, as are step-by-step instructions for starting such a program. (RJM)

ED 412 434 CG 028 022

Gysbers, Norman Henderson, Patricia

Comprehensive Guidance Programs that Work-II.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-079-4

Pub Date—1997-00-00

Contract—RR93002004

Note—312p.; For the first edition, see ED 314 660. For related documents, see ED 402 535.

Available from—ERIC/CASS Publications, ERIC Counseling and Student Services Clearinghouse, School of Education, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402 ($19.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adolescents, Children, Counseling Theories, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, Program Descriptions, Pupil Personnel Services, Pupil Personnel Workers, *School Counseling, School Counselors

Identifiers—*Comprehensive Guidance, Comprehensive Guidance Program Model (Gysbers)

Comprehensive guidance programs are gaining increased attention. Aspects of these guidance programs were outlined in 1994 in a well-received book, which now has been updated. This new edition offers both the innovative concept (comprehensive school guidance program model) and the practical application of the concept as it has been applied in 14 different school and state settings. The practical reports were written by professionals who have extensive experience with the program. Although the chapters are specific to the school, district or state plan of each contributor, all of the programs are grounded in the concepts refined by the book's editors. The first chapter provides an overview of the comprehensive guidance model, a model which had its genesis in the early 1970s. The states represented by these program models include Missouri, Utah, Texas, South Carolina, Nebraska, Arizona, Maryland, and New Hampshire. This new edition also includes some refined theoretical points, including new material on leadership and supervision of school counselors in comprehensive guidance programs and the evaluation of comprehensive guidance programs. The last chapter offers key points, such as the importance of a team approach, for those who wish to develop and implement a comprehensive guidance program. (RJM)

ED 412 435 CG 028 023

Brand, Lori Hong, Luoluo

Dieting, Dating and Denial: Whose Body Is It?

Pub Date—1997-05-00

Note—35p.; Paper presented at the Annual Meeting of the American College Health Association (New Orleans, LA, May 28-31, 1997).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Body Image, *Cultural Influences, Dating (Social), Depression (Psychology), *Dietetics, *Eating Disorders, Females, Higher Education, Interpersonal Attraction, Physical Attractiveness, Pornography, Self Concept, Sexual Abuse, Sexuality

Until recently, understanding about women's health has been traditionally mediated by the medical model, which tends to regard each health problem in a vacuum. Such an approach ignored important considerations, such as body image. In an effort to explore this health factor, a review of the literature regarding women's health and its relation to body image is presented here. The paper examines the concept of women's body image, including the obsession with thinness, the beauty myth, media impact, the commodification and objectification of women, pornography, the rape myth, women's self-worth, and multicultural differences in body image. The desire to be thin is rampant in U.S. society and the next section examines eating disorders and body image. Some of the issues covered include: the epidemiology and etiology of eating disorders and their pervasiveness on college campuses. Sexual violence is also a growing problem and some of the factors associated with this statistic, such as the rape trauma syndrome and coping with sexual violence, are discussed. Another contextual problem connected to body image is substance abuse, particularly the abuse of alcohol, as well as depression, anxiety, and sexuality. Some practice implications for counselors in how to address these various issues are outlined. (RJM)

ED 412 436 CG 028 026

Dale, Julia A.

Adolescent Date Selection.

Pub Date—1997-00-00

Note—104p.; Master's Thesis, Fort Hays State University.

Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescents, Cultural Differences, *Dating (Social), *High School Students, High Schools, *Interpersonal Attraction, School Counseling, *Social Life, *Student Development, Student Personnel Services

Identifiers—*Adolescent Behavior

Counselors, ministers, parents, and educators, need to know about adolescent date selection because it is normal for adolescents to seek assistance and affirmation from adults. An overview of the literature revealed that some of the factors influencing adolescent date selection were the developmental stage the adolescent is in, the expectations formed in the family of origin, and the pressure exhibited by peers. The study sample consisted of 801 high school students (402 males, 399 females). The independent variables that were investigated included gender, age, ethnicity, relationship status, and family structure, whereas dependent variables were taken from the subscales from the Date Selection Inventory, and included personality, physical attributes, and prestige. The results appear to support 14 generalizations. Several of these include: Asian/Pacific high school students give more importance to Physical attributes than Hispanic and students of Other nationalities; gender and age should be interpreted concurrently for Personality; and gender, age, and relationship status should be interpreted concurrently for Prestige. These results could assist counselors working with youth who are beginning to explore dating, as well as with late adolescents who are becoming more couple focused. These results could also assist teachers in gaining insight into student behavior and classroom disruptions. Counselors, teachers, and others who are aware of what adolescents are looking for in dating behaviors may be able to assist them in finding appropriate ways of seeking the attention they crave. (RJM)

ED 412 437 CG 028 028

Basso, Michael J.

The Underground Guide to Teenage Sexuality.

Report No.—ISBN-1-57749-034-7

Pub Date—1997-00-00

Note—230p.

Available from—Fairview Press, 2450 Riverside Ave. S., Minneapolis, MN 55454 ($14.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Abortions, Acquired Immune Deficiency Syndrome, *Adolescents, Birth, Contraception, High School Students, High Schools, Homosexuality, *Human Body, Intimacy, Love, Rape, *Sex Education, *Sexuality, Substance Abuse

Identifiers—Sexually Transmitted Diseases

Teenagers need straight talk about sex, yet many teens are reluctant to discuss sex and love with their parents or other adults. Answers to many of their questions are provided in this book. The text draws on the actual questions that high school students have asked about sex, anatomy, love, and other related issues. The book is divided into 12 chapters and opens with a detailed discussion, supplemented by drawings of sexual anatomy. Anatomical and physiological changes as one passes through adolescence are also covered. Some of the confusing issues surrounding love and sex and the battle between emotions and the intellect are then discussed. Chapters are also devoted to sexually transmitted diseases, their symptoms, and how to avoid them; how babies are made, including discussions of artificial insemination, the development of twins, the birthing process, and methods for checking for genetic defects; contraception and birth control, including tips for both men and women, ranging from vasectomies to female condoms; how to make love; and how to say no to sex. Some of the other issues that are addressed include drinking, drugs, rape, abortion, homosexuality, and street talk. Contains an index and 52 references. (RJM)

ED 412 438 CG 028 029

Henggeler, Scott W.

Treating Serious Anti-Social Behavior in Youth: The MST Approach.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

Pub Date—1997-05-00

Note—9p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Counseling Techniques, Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, *Family Counseling, Family Needs, *Family Programs, Intervention, Program Descriptions, Program Effectiveness, Secondary Education

Traditional mental health approaches for serious, violent, and chronic juvenile offenders often fail to yield successful results. However, one method, Multisystemic Therapy (MST), which represents a departure from traditional treatment strategies, is described. MST was designed to provide communities with affordable and effective remedies for juveniles' problems. The goal of MST is to provide an integrative, cost-effective family-based treatment that results in positive outcomes for adolescents who demonstrate serious antisocial behavior. It focuses first on improving psychosocial functioning for youth and their families so that the need for out-of-home child placements is reduced or eliminated. It is based on the philosophy that the most effective and ethical route to helping children and youth is through helping their families. Success is measured in terms of reduced recidivism rates among participating youth, improved family and peer relations, decreased behavioral problems, and decreased rates of out-of-home placements. Details of the program are provided, such as length of service, staffing patterns, hours of service, location of services, and training. Four different communities that use the MST program are described. (RJM)

ED 412 439 CG 028 031

Talbott, Anne Marie Heritage, Jeannette

Locus of Control and Religious Orientation.

Pub Date—1991-04-06

Note—15p.; Paper presented at the Meeting of the Middle Tennessee Psychological Association (Nashville, TN, April 6, 1991).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Feminism, Higher Education, Homosexuality, Individual Power, *Locus of Control, Nontraditional Students, *Religious Factors, Sex Differences, *Student Attitudes

Identifiers—Internal External Scale, *Religious Affiliation, *Rotter Internal External Locus of Control Scale

Rotter's Internal-External Locus of Control Scale has been the focus of much research since its introduction in 1966. To further that research, the relationships among locus of control, level of religious belief, attitudes toward women, attitudes toward feminism, attitudes toward homosexuality, gender, and traditional versus nontraditional students are explored in this study. Following an overview of the instruments used in this study, the methods and results obtained from an investigation of the attitudes of 197 students at Middle Tennessee State University are presented. Findings show that gender was a highly significant variable in attitudes. Females had more positive attitudes toward feminism than did males, whereas nontraditional students were more positive about feminism than were traditional students. Likewise, there were significant differences between traditional and nontraditional students in religious orientation. However, no significant differences arose between males and females on religious orientation. Results also indicate no difference between males and females on external locus of control. It is hoped that these findings will help counselors assess client attitudes toward sensitive topics, such as feminism and homosexuality, as well as clients' locus of control and their attitudes toward religious participation. (RJM)

ED 412 440 CG 028 035

McDermott, Diane Hastings, Sarah Gariglietti, Kelli Gingerich, Karen Callahan, Barbara Diamond, *Kandi*

Fostering Hope in the Schools: Strategies for Counselors and Teachers.

Pub Date—1997-00-00

Note—20p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, Counselor Attitudes, *Educational Environment, Elementary Secondary Education, *School Counselors, Student Attitudes, Student Development, *Student School Relationship, Teacher Attitudes, *Teacher Student Relationship

Identifiers—*Hope

Teachers, counselors, and school administrators working in schools today are aware of the many problems students face. To help these educators address these problems, a model for bringing hope training into the classroom is presented. The concept of hope has been of increasing interest to educators, researchers, and clinicians. It has been defined as the sum of mental willpower and "waypower" (a mental capacity people call on to find one or more effective ways to reach a goal) that individuals direct toward their dreams. A variety of workable methods for increasing hope in students are described. The strategies are grounded in previous research and application, and can be used by teachers and counselors for grades K-12 within a variety of curricular contexts. Some of the methods rely on stories, whereas others involve teaching young people to give themselves more hopeful messages and to make useful decisions. The attitude held by the teacher or counselor that hope is an integral and necessary part of the process of communicating hope to students is explored. The concept and characteristics of a high-hope school are also investigated. (RJM)

ED 412 441 CG 028 036

Georges, Annie

Effects of Access to Counseling and Family Background on At-Risk Students.

Pub Date—1997-03-00

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Black Students, Cultural Differences, Dropout Prevention, Dropout Research, *Dropouts, *Family Characteristics, *High Risk Students, Hispanic Americans, Longitudinal Studies, Middle Schools, *Pupil Personnel Services, Racial Differences, *School Counseling, School Counselors, Secondary Education, White Students

Identifiers—*Access to Services

Why students drop out of school and how to prevent them from doing so has been a recurring theme in research literature. Many factors influence the decision to drop out, including student access to counseling. This question of access to counseling is explored in this paper so as to identify variables that can be manipulated through policy decisions to reduce the dropout rate. Using the National Education Longitudinal Study, the dropout behavior between middle school (N=17,424) and high school (N=16,749) students is compared. The results show that eighth graders living in a single-parent family have more access to counseling, as did sophomores living with a guardian or other type of family, than do other students. The students' school behavior and attitudes are significant determinants of access to counseling. Family background also influences dropout behavior, but over time, the negative impact of living in a single-parent family diminishes. Findings also indicate wide differences among ethnic groups. Whereas access to academic counseling is positive for Hispanics and Whites, such access has a negative impact for Blacks on the decision to dropout throughout middle school and high school. The results indicate that providing more academic counseling will reduce Hispanics' and Whites' dropout rates but more research is needed to decipher the dynamics between counselors and Black students. (RJM)

ED 412 442 CG 028 037

Kimweli, David M. S. Anderman, Eric M.

Violence and Substance Abuse in Schools: Adolescents' Fears and School Violence.

Spons Agency—Department of Education, Washington, DC.; American Educational Research Association, Washington, DC.

Pub Date—1997-03-00

Note—39p.; A previous version of this paper was presented at the Annual Meeting of the American Eductional Research Association (Chicago,IL, March 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Children, Educational Environment, Elementary Secondary Education, *Fear, Juvenile Gangs, National Surveys, *School Security, *Student Attitudes, *Substance Abuse, *Violence

Identifiers—National Household Education Survey

Violence and drug use in schools have plagued, not only American society, but societies throughout the world. To explore this issue, some of the personal, psychological, and contextual variables hypothesized to predict violence in schools were examined. Violence was operationalized in terms of being attacked at school or avoiding certain places in school. Substance abuse was defined in terms of students' perceptions of substance abuse in school. Demographic characteristics that were examined include age, gender, and socio-economic status. Some of the psychological attitudes studied were worry, hope, willingness to talk to parents about school, and being challenged at school. Data for the study came from the 1993 National Household Education Survey which included students in grades 6 through 12 (N=6,504). Analysis of results indicate that older students reported higher levels of substance abuse, but lower incidences of violence, than did younger students. Income, gender, and ethnicity were not strong predictors of any of the outcomes. The presence of weapons in school was related to avoiding certain dangerous places in school. The perception of rules as ineffective was related to more attacks and greater perceptions of substance abuse. (Contains 86 references.) (RJM)

ED 412 443 CG 028 040

Anderson, Gail, Ed. Hill, Marcia, Ed.

Children's Rights, Therapists' Responsibilities: Feminist Commentaries.

Report No.—ISBN-1-56023-100-9

Pub Date—1997-00-00

Note—141p.; Title has also been published as "Women & Therapy," Volume 20, Number 2, 1997.

Available from—Harrington Park Press, Inc., 10 Alice St., Binghamton, NY 13904-1580 ($19.95).

Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, Child Advocacy, Children, *Childrens Rights, Confidentiality, Counselor Client Relationship, *Counselor Role, Disabilities, Elementary Secondary Education, *Ethics, *Feminist Criticism, Mental Health, Sexual Abuse

Identifiers—Artificial Insemination, Children of Separation and Divorce Center

One of the murkier areas of feminist therapy ethics involves decisions about children and adolescents within mental health settings. Some of those ethical dilemmas are covered in this text, which provides a feminist focus on the mental health rights and needs of children. The book addresses specific practices intended to help therapists organize and resolve conflicts about working with children, adolescents, and their families in therapy. The topics include: children, adolescents, and their powerholders in therapy settings; the congruence of international children's rights and feminist principles as a foundation for therapy; the human rights of children with disabilities; children of lesbian parents; the rights of children and adolescents of color in mental health systems; a soulful approach to working with adolescent girls; a feminist look at exclusionary practices in family therapy and child psychotherapy; feminist approaches to working with adolescents; the effect of domestic violence on children; and a profile of the Children of Separation and Divorce Center, which was designed to empower children and their families to cope with transitions. Each chapter stands alone while building upon the larger picture of feminist ethics. Includes an index. (RJM)

ED 412 444 CG 028 041

Graves, Marilyn Nordling, George Roberts, Deanna Taylor, Carol

Conflict Resolution through Literature.

Pub Date—1997-05-00

Note—52p.; Masters Field-Based Action Research Project, Saint Xavier University and IRI/Skylight.

Pub Type— Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aggression, Behavior Modification, Children, *Conflict Resolution, Grade 4, Intermediate Grades, Intervention, *Literature, Peer Influence, Skill Development, *Student Behavior, *Transfer of Training

This report describes a program for decreasing student aggressive behavior when confronted with conflict. The targeted population consisted of four fourth grade classrooms in a growing middle class community. The problems of aggressive behavior were documented with classroom surveys, discipline and peer mediation referrals, records of parent contacts, and class time lost due to inappropriate behaviors. A review of solution strategies suggested by peer mediation and authors in the field, combined with an analysis of the surveys on conflict and its setting, resulted in the selection of conflict resolution as a method of intervention. This process involved defining the characteristics of conflict, teaching the components of conflict resolution, and then using a literature to present these strategies. Results indicated that student's perceptions of conflict changed, recognizing that conflict is an inevitable occurrence, however, they were not always able to implement the strategies when faced with a conflict. (Contains 48 references and 5 appendixes.) (RJM)

ED 412 445 CG 028 056

Reinhardt, Brian

Examining Correlates of Homophobia in Heterosexual College Students.

Pub Date—1997-08-17

Note—35p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bias, *College Environment, *College Students, Higher Education, *Homophobia, Homosexuality, Lesbianism, Religious Factors, Sex Differences, *Student Attitudes, Student College Relationship, Student Surveys

Identifiers—Self Report Measures

Initial efforts to study the prevalence of homophobia targeted specific groups such as college students, health care workers, social workers, and others. Some of the specific correlates of homophobia, including gender, previous contact with gay people, the quality of that contact, religious affiliation, and the degree of religious practice are examined in this paper. The subjects, 200 female and 120 male undergraduates enrolled in human sexuality classes at a large university, completed informational surveys and self-report measures of homophobia. Homophobia was measured via self-reports of cognitive, affective, and behavioral aspects of anti-gay and anti-gay prejudice. Results showed that women reported lower levels of homophobia than men in the cognitive, affective, and behavioral measures, and that both men and women indicated lower levels of cognitive homophobia toward lesbians when compared to gay men. Homophobia negatively correlated with (1) previous contact with gay men and lesbians, (2) the degree of positive previous interaction with gay people, and (3) the number of gay and lesbian friends and acquaintances, but not family members. The levels of self-reported anti-gay attitudes positively correlated with church attendance, but not church affiliation. Limitations of the study, along with future directions for research, are offered. (Contains 63 references and 7 tables.) (RJM)

ED 412 446 CG 028 057
Hsia, Heidi M.
Allegheny County, PA: Mobilizing To Reduce Juvenile Crime.
Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
Report No. —NCJ-165693
Pub Date—1997-06-00
Note—13p.
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Community Action, *Delinquency, *Delinquency Prevention, Juvenile Courts, Law Enforcement, Program Descriptions, Program Effectiveness, Secondary Education, Youth Problems
Identifiers—*Pennsylvania (Allegheny County)

Juvenile crime and its immediate and long-term economic and human costs have become a national concern. Programs to prevent and reduce delinquency have developed across the country and one such program in Allegheny County, Pennsylvania (which includes Pittsburgh) is described in this bulletin. The Allegheny program exemplifies a large-scale, comprehensive, and proactive effort to mobilize the community to achieve a collaborative and coordinated anti-violence approach. After two years, system improvements, including increased and coordinated services for juveniles at high risk of engaging in juvenile crime, have led to a corresponding reduction in juvenile crime, including violent crime. The background and the development of the community-wide process is outlined here, including descriptions of specific organizing efforts. Some examples of the accomplishment resulting from this process are offered, as are reasons for success. Also considered is the broad juvenile justice context in which the community effort has taken place. Some of the lessons learned from the program: the need for tact and sensitivity in dealing with the conflicts bound to occur between policymakers and citizens; the importance of experts in providing information. (RJM)

ED 412 447 CG 028 070
Heritage, Jeannette Denton, Wanda L. West, Beryl
Sexual Harassment in High School.
Pub Date—1996-10-00
Note—18p.; Paper presented at the Southeastern Conference of Counseling Center Personnel (Nashville, TN, October 16-18, 1996) and the Tennessee Counseling Association (Memphis, TN, November 24-26, 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, College Students, *Educational Environment, *High School Students, High Schools, Higher Education, Sex Differences, *Sexual Harassment, *Student Attitudes, Student Behavior, Verbal Abuse
Identifiers—Middle Tennessee State University

The frequency of sexually harassing behaviors in a high school setting were examined in this study; differences with regard to gender, level of coercion, and perceptions of what is, or is not, sexual harassment are also addressed. The implication of this study is that sexual harassment is likely to occur frequently, even in secondary schools. Although there is no unambiguous definition of sexual harassment, for the purposes of this study, it may be hypothesized as follows: any time a students grade or advancement is contingent upon the acceptance of sexual remarks or favors, sexual harassment is operating in the educational environment. Subjects consisted of 192 college students (113 female, 79 male) at Middle Tennessee State University. Participants were asked to complete the Sexual Experiences Questionnaire (SEQ) while they reflected on experiences during their high school years. Results indicated that more than three-fourths of the subjects had experienced some form of sexual harassment. Many, however, apparently did not know that they behavior they described was classified as such. A significant portion of the students reported experiencing behaviors typically thought of as sexual harassment, yet they denied being "sexually harassed." It seemed that males were harassed at a similar rate as females, with males experiencing more verbal types of sexual harassment (sexual remarks and jokes). Females tended to be subjected to more staring behavior than their male peers. The implication of this study is that sexual harassment is likely to occur frequently, even in secondary schools. (Contains 18 references and 1 table.) (RJM)

ED 412 448 CG 028 071
Heritage, Jeannette Carlton, Carol C. West, Beryl
Dating and Physical Violence.
Pub Date—1996-10-00
Note—22p.; Paper presented at the Southeastern Conference of Counseling Center Personnel (Nashville, TN, October 16-18, 1996) and the Tennessee Counseling Association (Memphis, TN, November 24-26, 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aggression, College Students, *Dating (Social), Higher Education, Interpersonal Relationship, Sex Differences, *Student Attitudes, *Violence
Identifiers—*Dating Violence, Justification (Psychology), Middle Tennessee State University

Physical aggression in dating relationships has become a serious problem. Because knowledge of violence in marital relationships has expanded to include dating relationships, some of the attitudes of college students toward violent behavior in dating relationships are examined here. Also discussed are ways in which demographics and life history may affect attitudes towards dating violence. Subjects included 193 undergraduate and graduate students at Middle Tennessee State University. Packets, which included one of four scenarios, were given to the students who then answered questions about these incidents. The results revealed that men were seen as more aggressive than women, and jealousy was perceived as a source of violence in dating relationships. Women were seen as more justified in performing violent acts, but did not report using more violence in self-defense than men. Women were also seen as more justified in using violence in self-defense or in response to physical violence from a partner than were men. Violence was considered more acceptable in serious relationships versus casual relationships. Those who witnessed violence between their parents considered the violence in the scenario as less aggressive than those who did not witness violence between their parents.(Contains 18 references.) (RJM)

ED 412 449 CG 028 077
Connections: Building a Bridge to Your Future.
Indiana Career and Postsecondary Advancement Center, Bloomington.
Pub Date—1997-00-00
Note—72p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Career Development, *Career Guidance, *Career Planning, Course Selection (Students), *Goal Orientation, Grade 9, High Schools, Postsecondary Education, *Student Development, Student Educational Objectives
Identifiers—Indiana

Indiana's ninth-grade students must write a plan for their high school education that will lead them to a career. To help them in this effort, and throughout their high school years, the Indiana Career and Postsecondary Advancement Center provides students with newsletters, planners, and college financial aid information. This booklet is part of that effort. It consists of six sections: know yourself; check out reality; know your options; maximize high school; engage in activities; and ways to use this information. This document shows students how to chart a destination, identify their abilities, discover their interests, and explore change. It describes how abilities can be applied in the real world and how factors, such as the cost of living, can influence career decisions. Knowing one's options is also important, and details on training options, two-year schools, and other educational avenues are provided. The largest section shows students how to maximize their high school years, with tips on Tech Prep, studying, and standardized tests. Students are also encouraged to try new things, such as studying abroad, to offer themselves more options for careers. Some of the common terms in education and career counseling are defined in the back. (RJM)

ED 412 450 CG 028 078
McDermott, Diane Hastings, Sarah Gariglietti, Kelli Callahan, Barbara Gingerich, Karen Diamond, Kandi
A Cross-Cultural Investigation of Hope in Children and Adolescents.
Pub Date—1997-08-00
Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Black Students, *Catholic Schools, *Child Development, Children, Comparative Analysis, *Cross Cultural Studies, Elementary Secondary Education, Minority Group Children, Public Schools, Whites
Identifiers—*Hope, *Hopelessness

Most young children are exuberant and enthusiastic about their futures, believing they can do almost anything. But many eventually lose hope. Efforts to understand at what developmental point children lose hope is the focus of this paper. Students in grades 1 through 12 (N=990) who attend Catholic and public schools were administered the Children's Hope Scale or the Young Children's Hope Scale for the purpose of determining the relationship of the variables of age, ethnicity, and gender to hope as measured by those scales. Results show a significant difference in the levels of hope between Catholic and public school students, with Catholic school students scoring higher on total hope and on the agency sub scale. Other analyses suggest, however, that this difference may only hold for grades 1 through 5. No significant findings relation to the criterion variables were evident for the public school sample, but among Catholic students a significant main effect was found for ethnicity and age on total hope scores, with African American students reporting higher levels of overall hope than their Caucasian peers. Age also was a factor, with a steady decline evident in students' agency as they age. (RJM)

ED 412 451 CG 028 080
Smith, Douglas K. Buckley, Sharon Shine, Agnes E.
WISC-III/WISC-R Relationships in Native Alaskan Students.
Pub Date—1996-03-00
Note—16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Alaska Natives, Children, Comparative Analysis, *Construct Validity, Elementary Secondary Education, *Intelligence Tests, Longitudinal Studies, Measures (Individuals), Minority Group Children, *Test Validity
Identifiers—Wechsler Intelligence Scale for Children (Revised), *Wechsler Intelligence Scale for Children III

Since the introduction of the Wechsler Intelligence Scale for Children Third Edition (WISC-III), practitioners have raised questions concerning the equivalency of scores on the WISC-III and WISC Revised (WISC-R) in the re-evaluation of students receiving special education services. Since studies with minority students are lacking in this area, a study was designed to examine the relationship between WISC-III and WISC-R scores using a sample of Native Alaskan students being re-evaluated for possible continuation of special education services. Subjects included 47 Native Alaskan students, with a mean age of 9.64 years at initial evaluation with the WISC-R and a mean age of 12.39 years at re-evaluation with the WISC-III. Results of the study suggest stability of performance in the verbal areas of the Wechsler with nonsignificant differences between WISC-III and WISC-R mean subtest scores on Information, Similarities, Arithmetic, Vocabulary, and Digit Span. Verbal intelligence scores were 4.64 points higher on the WISC-III although previous studies found the scores to be consistent. Differences in scores were most likely to occur on the Performance Scale and least likely to occur on the Verbal Scale. (RJM)

ED 412 452 CG 028 081

Smith, Douglas K. Wessels, Richard A. Riebel, Emily M.

Use of the WISC-III and K-BIT with Hmong Students.

Pub Date—1997-08-00

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, *Comparative Analysis, Elementary Secondary Education, *Hmong People, *Intelligence Tests, Minority Group Children, Pupil Personnel Services, Student Evaluation, *Test Validity

Identifiers—*Kaufman Brief Intelligence Test, *Wechsler Intelligence Scale for Children III

The Wechsler Intelligence Scale for Children-Third Edition (WISC-III) provides a comprehensive measure of intelligence, whereas the Kaufman Brief Intelligence Test (K-BIT) provides a quick measure of intelligence, requiring less than 30 minutes to administer. Since both tests are frequently used in clinical settings and in schools for initial evaluations, it is important to determine the relationship of these tests to each other when administered to a variety of students. To meet this need, both tests were given to 40 Hmong students and test results are reported here. The mean age of the students was 9 years, 6 months and they had been in the United States for 8 years, on average. Results indicate that the K-BIT composite and the WISC-III fullscale scores are interchangeable. Likewise, the K-BIT Vocabulary score is interchangeable with the WISC-III verbal and verbal comprehension scores. K-BIT Matrices scores were also interchangeable with WISC-III processing speed and performance scores. Findings suggest that in situations in which a score alone is required or a second score to confirm a more in-depth measure of ability, the K-BIT offers practitioners a feasible alternative to the lengthier WISC-III. (RJM)

ED 412 453 CG 028 083

Halter, Mary H. Lang, Barbara Fierro

Making Choices: Life Skills for Adolescents. Curriculum.

Girls Incorporated of Greater Santa Barbara, CA.

Report No.—ISBN-0-911655-49-2

Pub Date—1994-00-00

Note—557p.

Available from—Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF2 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Development, Adolescents, Career Development, Cultural Pluralism, *Curriculum Guides, *Daily Living Skills, Interpersonal Competence, Objectives, Secondary Education, *Self Care Skills, Self Esteem, *Skill Development, Values Education

Identifiers—Gender Issues, *Tolerance

This text was designed to help adolescents develop skills which will encourage them to make healthy and positive choices about life. In addition, its design will assist adults, parents and teachers, as they guide young people through the process. The book uses a series of written exercises designed to help organize the students' goals and aspirations for life. The subjects are divided into five sections: Appreciating Differences, Personal Development, Family and Values, Making Choices, and Making a Difference. The guide contains 96 one-hour lessons, including 18 student-driven classes which are scheduled to occur once a week. Topics in the text include gender equity and cultural diversity. The stages of personal development are examined in depth, with special attention given to self-esteem, creating dreams, and skills development (communication, decision making, and time management). The importance of personal integrity and personal health are also highlighted, along with the need to maintain healthy relationships with friends and family. Since choosing a career is among the more important decisions one makes, a section on career planning is offered and is supplemented by a discussion of the importance of money management. Finally, ways that students can create change and address world problems are explored. Numerous worksheets and exercises are included to help students learn these solutions. (RJM)

ED 412 454 CG 028 085

Taylor, Barbara

Everything You Need To Know about Alcohol. Revised Edition.

Report No.—ISBN-0-8114-3035-9

Pub Date—1993-00-00

Note—64p.; "The Need To Know Library."

Available from—Rosen Publishing Group, Inc., 29 East 21st St., New York, NY 10010

Pub Type— Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Adolescents, Alcohol Abuse, *Alcohol Education, Alcoholic Beverages, *Alcoholism, *Drinking, Intervention, Secondary Education, Youth Problems

Identifiers—Physiological Response

Whether a person drinks a little or a lot, one thing remains the same—alcohol is a drug that changes the body in specific ways. Information on alcohol, how it is made, and how it affects the body are presented in this book. Written in an easy to understand style, the text begins with a detailed explanation of the various uses of alcohol and how it is made. Different views of alcohol and ways in which young people are pressured into drinking are described in vignettes. Situations such as social drinking, are covered, followed by a detailed explanation of how alcohol affects the body. The body's mechanism for processing alcohol and how alcohol damages the body are discussed. This section is followed by an examination of alcoholism, a disease for which various treatments and help programs are presented. A chapter on alcoholism at home explains how the disease touches everyone. A glossary defines some of the common terms associated with alcohol and a list of organizations that can help people struggling with alcohol-related problems is presented. (Contains an index.) (RJM)

ED 412 455 CG 028 087

Schiller, Pam

Sensitive Situations. The DLM Early Childhood Program Professional Library.

Report No.—ISBN-0-02-687489-X

Pub Date—1996-00-00

Note—31p.

Available from—SRA/McGraw-Hill, 250 Old Wilson Bridge Rd., Suite 310, Worthington, OH 43085.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Acquired Immune Deficiency Syndrome, Child Abuse, Children, Death, Divorce, *Early Childhood Education, Elementary Education, Family Violence, Fear, Homeless People, *Noninstructional Responsibility, Substance Abuse, *Teacher Empowerment, *Teacher Role, Teaching Guides

Identifiers—Teacher Development

Teachers know how to educate young children, but many feel ill-prepared when faced with students' emotional issues in the classroom. This book is intended as a resource for early childhood teachers who find themselves in the middle of such "sensitive situations." The information is presented by using a fictional, but typical, scenario that might occur in the classroom (e.g., four-year-old Carla frequently comes to school with bruises on her arms and legs), followed by background information about that issue and general suggestions for handling the situation. The scenarios are situation specific and include: child abuse, family violence, death, divorce, substance abuse, homelessness, AIDS, fear, and discipline. The background information features an overview of that particular emotional trauma, outlines ways to help teachers diagnose the situation, and describes ways that the child may feel. This information is followed by specific steps that teachers can take to recognize difficulties a child is having and what he or she can do to help the child. Three appendices offer further information on resource organizations, and contain a child's and a teacher's bibliography. (RJM)

ED 412 456 CG 028 089

Gariglietti, Kelli P. McDermott, Diane Gingerich, Karen Hastings, Sarah

Hope and Its Relationship to Self-Efficacy in Adolescent Girls.

Pub Date—1997-00-00

Note—18p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Catholic Schools, *Females, Intermediate Grades, Preadolescents, Public Schools, Secondary Education, *Self Efficacy, *Sex Differences, Social Development

Identifiers—*Hope

Adolescence is a critical time for the development of self-identity; a time which often changes enthusiastic and assertive 8- and 9-year-old girls into 11- and 12-year-old girls with poor self-images and little faith in their abilities. To better understand this process, this study investigated the relationship between hope and general self-efficacy (GSE) as a function of age and gender in adolescents. The sample consisted of a cross-sectional group of 464 girls and boys, grades 6 through 12, from both Catholic schools and public schools in two large Midwestern communities. Instruments consisted of a demographic information form, the Children's Hope Scale, and the Self-Efficacy Scale. In general, the results support the hypothesis that hope and GSE are significantly related and that hope declines in adolescence for girls. Due to limitations in this study, further investigation into the variables of hope and GSE may be more helpful in revealing which factors help individuals persevere in the adolescent years. Contains 26 references and 4 tables. (RJM)

ED 412 457 CG 028 091

Dowe, Ralph

Creating a Safe Climate in a Youth Agency by Recognizing Signs and Symptoms Which Lead to Aggressive Behavior and Acts of Violence.

Pub Date—1995-00-00

Note—115p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescents, Aggression, Children, Elementary Secondary Education, *Prevention, Program Descriptions, Program Effectiveness, Verbal Abuse, *Violence, *Youth Clubs, Youth Problems

Identifiers—Adolescent Behavior

The causes and symptoms of violence among children and adolescents can be complex and difficult to control. A strategy that was designed to help one youth center's staff, volunteers, and members recognize the signs and symptoms of verbal and physical violence is described here. The youth facility is located in a crime-ridden part of an urban community. The club's atmosphere had been darkened by a high number of violent acts (averaging three a day). As a first step, incidents were documented and precipitating factors for the violence were explored. A program was then implemented, which included all the stakeholders in the facility, to reduce the frequency of verbal and physical violence. The program objectives included the following: reduce aggressive behavior; provide training opportunities for staff, volunteers, and members in conflict mediation; hire more part-time staff; organize a youth panel; utilize parents and others to serve as mentors. Most of the objectives were met and the number of violent incidents declined. The increased safety of the facility led to an expanded membership, as well as an increase in volunteers from the professional fields. Fourteen appendices provide some of the forms used in this intervention. Contains 34 references. (RJM)

ED 412 458 CG 028 093

Beyer, Sylvia Finnegan, Andrea

The Accuracy of Gender Stereotypes Regarding Occupations.

Pub Date—1997-08-00

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Comparable Worth, Employed Women, Employment Practices, Higher Education, Occupations, *Salary Wage Differentials, *Sex Bias, *Sex Stereotypes, *Student Attitudes

Identifiers—*Gender Gap, Gender Issues

Given the salience of biological sex, it is not surprising that gender stereotypes are pervasive. To explore the prevalence of such stereotypes, the accuracy of gender stereotyping regarding occupations is presented in this paper. The paper opens with an overview of gender stereotype measures that use self-perceptions as benchmarks of accuracy, followed by a discussion of more objective criteria as benchmarks of accuracy. For this study, male (N=68) and female (N=96) college students at a small university in the Midwest estimated the percentage of female and male workers and their salaries in 40 occupations that were either female-dominated, neutral, or male-dominated. These estimates were then compared to Census information. The average size of the wage gap for the feminine occupations was $4,410, for neutral occupations it was $6,760, and for masculine occupations it was $6,439. Results indicate that the participants were unaware of the extent of occupational segregation by gender and they underestimated the size of the wage gaps. It is suggested that the erroneous perception of the absence of gender differences in occupational settings may serve to maintain inequality by creating the belief that discrimination is a thing of the past. Contains 42 references and 2 tables. (RJM)

ED 412 459 CG 028 103

Blum, Robert W. Rinehart, Peggy Mann

Reducing the Risk: Connections that Make a Difference in the Lives of Youth.

Minnesota Univ., Minneapolis, Div. of General Pediatrics and Adolescent Health.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, MD.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Pub Date—1997-00-00

Contract—PO1-HD31921

Note—44p.

Available from—Add Health c/o Burness Communications, 7910 Woodmont Avenue, Suite 1401, Bethesda, MD 20814.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, At Risk Persons, Child Health, National Surveys, Prevention, *Resistance to Temptation, *Risk, Secondary Education, *Youth Problems

Identifiers—Adolescent Attitudes, *Adolescent Behavior, Health Surveys, *National Longitudinal Study of Adolescent Health

Adolescent health is influenced not only by the strengths and vulnerabilities of individual adolescents, but also by the character of the settings in which they lead their lives. The National Longitudinal Study of Adolescent Health (Add Health) is the first national study of adolescent health designed to measure the social settings of adolescent lives, the way in which adolescents connect their social world, and the influence of these social settings and connections on health. Summaries of the first analysis of the Add Health data are presented here. The report focuses on health and behavior, family connections, school connections, and individual characteristics, with an emphasis on those things that protect young people from harm. Specific issues covered include emotional distress, suicidal thoughts and attempts, violence perpetration, cigarette use, alcohol use, marijuana use, early sexual involvement, and pregnancy. By most measures, teenagers across the country are doing well. However, some teens are at risk, and as they get older, students report higher levels of distress than do students in grades 7 and 8. Girls report one-third more emotional distress than boys. Nevertheless, when teenagers felt connected to their families and when parents were involved in their children's lives, teens were protected from many difficulties. (RJM)

ED 412 460 CG 028 104

Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years.

Department of Education, Washington, DC. Planning and Evaluation Service.

Pub Date—1997-00-00

Note—19p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *College Bound Students, *College Preparation, *Course Selection (Students), Educational Finance, Higher Education, Intermediate Grades, Junior High Schools, Middle Schools, *Paying for College, Student Development, Student Financial Aid

Identifiers—*Middle School Students

Steps that parents and children can take to ensure that students properly prepare for college are covered in this guidebook. The guidebook is divided into four steps. In step one, reasons why it is important to go to college are covered. Some of these reasons include better job opportunities, more earning potential, and the increased variety of jobs one can get with more education. In step two, the types of courses that middle school students should take to prepare for college are covered; subjects such as algebra, geometry, a foreign language, English, science, and history are noted. A chart provides a breakdown of the variety of courses children should take and for how many years. Step three looks at college costs and what students and parents can do to prepare for this significant expense. This theme is continued in step four where ideas for paying for college are presented. Some of these payment suggestions entail applying for federal aid, scholarships, loans, and military enrollment. (RJM)

ED 412 461 CG 028 105

Martin, Rhonda

The Influence of Technology on the Helping Professions.

Pub Date—1997-00-00

Note—23p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Codes of Ethics, Computer Oriented Programs, *Counseling Psychology, *Counseling Services, Counselor Attitudes, *Ethics, *Internet, Online Systems, Research Problems, Technological Advancement

Identifiers—*Computer Assisted Counseling, Computer Ethics, *Technological Change

Although mental health services have been somewhat slow to embrace new technologies, recent advances necessitate a reassessment in the role of technology in counseling. Ways in which technology can be utilized in counseling services are covered in this paper. Previously, most mental health offices relied on computers for some particular aspect of their work, but due to such factors as falling prices and improved Internet access, more practitioners are expanding their use of computers. Increased access to information for research purposes, in particular, make the Internet an attractive avenue; nonetheless, researchers are cautioned that ethical concerns regarding Internet practices are still emerging. Subsequently, the American Psychological Association's Code of Ethics for researching cyberspace communities is presented here. Counseling services are also being provided over the Internet, via homepages and e-mail; thus, numerous pitfalls to avoid when using these services are elaborated upon. Particular attention is given to services that seem to outstrip the capabilities of their providers, such as secured information and qualifications. Other concerns, including cultural differences and payment for services, are also discussed. Contains 17 references. (RJM)

ED 412 462 CG 028 111

Barkley, Russell A.

Defiant Children: A Clinician's Manual for Assessment and Parent Training. Second Edition.

Report No.—ISBN-1-57230-123-6

Pub Date—1997-02-00

Note—264p.

Available from—The Guilford Press, 72 Spring St., New York, NY 10012 ($35).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, *Behavior Disorders, Children, Clinical Diagnosis, Elementary Secondary Education, *Intervention, Parent Child Relationship, *Parent Education, *Parent Materials, Parenting Skills, Personality Problems, Training Methods, Youth Problems

Identifiers—*Behavior Management

Ways in which adults can work with noncompliant, defiant, or oppositional children are presented in this manual. The program presented here was designed to help children having at least a two-year level of language or general cognitive developmental level and who fall between the ages of 2 and 12 years. The methods are meant for use by experienced clinicians with training in delivering psychological services to families of defiant children. The guide sets forth detailed instructions for conducting clinical evaluations and provides a set of interview forms and behavior rating scales that may be used by clinicians. The manual specifies step-by-step procedures to follow in conducting an empirically validated program for training parents in the management of behavior-problem children. It provides a set of parent handouts to be used during the course of the program. The program aims to improve parental management skills and competence in dealing with child behavior problems, to increase parental knowledge of the causes of childhood defiant behavior, improve child compliance, and increase family harmony. Contains an index and approximately 275 references. (RJM)

ED 412 463 CG 028 112

Wida, Kathy J.

The CPI as a Predictor of Academic Success.

Pub Date—1997-08-00

Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Aspiration, Adolescents, *College Bound Students, *Predictive Validity, *Predictor Variables, Secondary Education, Student Needs, Test Validity

Identifiers—*California Psychological Inventory, *Noncognitive Attributes

Today's students experience a great deal of pressure to succeed in school. Since predictors of academic performance are widely used to assess student capabilities, the relationship between one such test, the California Psychological Inventory (CPI), and academic success are examined in this paper. The focus here is on the non-cognitive variables of the CPI and how they can serve as valid indicators of academic success. An overview of academic achievement is offered, along with a discussion of the relevant literature on non-cognitive variables that have been associated with school success. This discussion is followed by a general history of the CPI, which was published in its original form in 1957. The purpose of the inventory and a brief description of its 20 scales are likewise provided. The relationship between the CPI and academic success is detailed, with an emphasis on locus of control, self-efficacy, and expectations. It is claimed that given the current status of research, it is difficult to draw definitive conclusions regarding the use of the CPI as an indicator of school success. Nonetheless, non-cognitive variables such as self-efficacy, which may enhance academic success, can be identified. Contains 15 references. (RJM)

ED 412 464 CG 028 113

Beery, Karen D.

Art Therapy Class and Self-Awareness.

Pub Date—1996-07-23

Note—117p.; Master's Thesis, Fort Hays State University.

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Therapy, College Students, Higher Education, Individual Development, *Participant Characteristics, Self Actualization, *Self Concept, Self Expression, Student Attitudes

Identifiers—*Self Awareness

The visual arts lend themselves naturally to contemplation of self. The purpose of this study is to evaluate the effectiveness of art therapy in increasing self-awareness of participants in an art therapy class are examined. The independent variables under consideration were participation status, university classification, type of instruction, and age. Change in self-awareness as measured by a Personal Orientations Dimensions (POD) inventory is the dependent measure. The sample of 47 students ranged in age from 18 to 59 years. Of the 39 comparisons made, the only significant comparison was for type of instruction and the dependent variable, Mission. This indicated that students who received interpersonal communication instruction had a higher mean Mission score than those who received instruction in psychology of human motives. The results of the study appear to support the following: no association between participation status of university students in an art therapy class and self-awareness; no association between college classification and self-awareness for those participating in an art therapy class; no association between age and self-awareness for those participating in an art therapy class. It is hypothesized that the subjects used in this study were already functioning at a high level of actualizing and thus would show no change in self-awareness. Contains 117 references. (RJM)

ED 412 465 CG 028 114

Ackerman, Betty J.

Effects of Divorce on Children, Traits of Resiliency and School Intervention.

Pub Date—1997-00-00

Note—58p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Children, *Divorce, Elementary Secondary Education, Family Problems, *Intervention, Peer Counseling, Pupil Personnel Services, *Resilience (Personality), School Counseling, *Student Attitudes

Identifiers—Divorce Effects

Gaining an awareness of the needs of children of divorce and how children achieve resilience should help students become well-adjusted and productive. This paper explores ways in which school systems and school counselors can meet the needs of these children. It portrays the effects of divorce on children by drawing on the literature, observations by educators, and support group efforts. Some of the effects of divorce include diminished self-esteem, self-image, and coping skills. Such children tend to be withdrawn, aggressive, and have trouble concentrating. The study focuses on current efforts in the schools to help children of divorce and explores the needs of these children during and after divorce. It examines whether peer mediation can help these children and what administrators and staff can do. Suggestions are presented of ways in which educators can encourage children of divorce to lead secure and productive lives; some characteristics of resilient children are also detailed. Intervention programs for these children can include group therapy, peer therapy, classroom meetings, individual counseling, and play therapy. It is noted that proper evaluation is an important component of these programs. Contains 27 references. (RJM)

ED 412 466 CG 028 115

Perkins, Daniel F. Luster, Tom

The Relationship between Sexual Abuse and a Bulimic Behavior: Findings from Community-Wide Surveys of Female Adolescents.

Spons Agency—Lutheran Brotherhood, Minneapolis, MN.

Pub Date—1997-04-05

Note—25p.; Paper presented at the Bi-Annual Meeting of the Society for Research on Child Development (Washington, DC, April 3-6, 1997). Support also received from the Michigan Agricultural Station.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Bulimia, Child Abuse, *Family Influence, Family Problems, *Females, Research Needs, Secondary Education, *Sexual Abuse

Identifiers—Adolescent Behavior, Ethnic Differences, *Purging (Eating Disorders)

Reviews of the pertinent literature reveal a lack of consensus as to whether there is an association between sexual abuse history and eating disorders. Therefore, an examination of the relationship between sexual abuse and a bulimic behavior (purging) in a large sample of female adolescents was undertaken. Answers taken from a sample of 8,680 female adolescents and involved 43 middle and high schools in 36 communities throughout a Midwestern state, who filled out the Search Institute's Profiles of Student Life: Attitude and Behavior Questionnaire, were used for this research. The results indicate that a relationship does exist between sexual abuse and purging. Moreover, this relationship remained significant even when several other factors were included in the analysis. For example, a significant relationship was found between physical abuse and bulimia. The identification of significant familial and extra-familial factors related to bulimia did not seem to confound the relationship between sexual abuse and bulimia. Ethnicity was also found to be associated with bulimic behaviors. It is noted that these results are limited by the measurement instrument used. Future research is needed to examine what leads to successful coping among female adolescents as not all teens with a history of abuse engage in bulimic behaviors. Contains 26 references. (RJM)

ED 412 467 CG 028 119

Childre, Doc Lew

A Parenting Manual: Heart Hope for the Family.

Report No.—ISBN-1-879052-32-6

Pub Date—1995-00-00

Note—160p.; for a companion guide, see CG 028 120.

Available from—Planetary Publications, P.O. Box 66, Boulder Creek, CA 95006 ($14.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, Child Rearing, Children, Elementary Secondary Education, Interpersonal Communication, *Love, *Parent Child Relationship, *Parent Education, *Parent Materials, *Parenting Skills, Stress Management, Training Methods

Identifiers—*HeartMath, Hope

Stress and suffering are not the inevitable result of modern life. Ways in which parents can suspend the turmoil of their lives and look within themselves for the nurturance and love that their children need are presented in this book. The text outlines what are called HeartMath tools, techniques in which parents and children can employ one-minute exercises to reduce both stress and emotional pain, develop more sensitive communication, improve their relationships, and save time, as well as other benefits. Much of the discussion revolves around love, with such topics as love and perception, practicing love, the ABC's of love, and understanding your heart. Children's perceptions are also explored, as are the middle years of childhood and the shift to the teenage years. Other areas of interest include managing and improving one's mind, the impact of stress, how to care without overcare, effective communication, and early childhood development. It is argued that emotional challenges will not harm children if they are taught how to handle them. But to help them cope with these challenges, parents must understand how their children perceive the situation and then teach them how to take advantage of the opportunities that they encounter each day. (RJM)

ED 412 468 CG 028 120

Childre, Doc Lew Paddison, Sara Hatch, Ed.

Teaching Children To Love: 80 Games & Fun Activities for Raising Balanced Children in Unbalanced Times.

Report No.—ISBN-1-879052-26-1

Pub Date—1996-00-00

Note—208p.; A companion guide to CG 028 119.

Available from—Planetary Publications, P.O. Box 66, Boulder Creek, CA 95006 ($16.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Activities, Adolescents, Child Rearing, Children, Elementary Secondary Education, Interpersonal Communication, *Love, *Parent Child Relationship, *Parent Materials, *Parenting Skills, Stress Management, Training Methods

Identifiers—HeartMath

Raising children in today's fast-paced society requires love and technique. Ways that parents can teach children to love, teach them values, and help them balance their lives are discussed in this activity book. The text opens with a discussion of heart intelligence (what is sometimes equated with emotional intelligence). Heart intelligence operates under the premise that the heart and the brain are powerfully connected and this heart-brain dynamic regulates every function of the body and brain. With this in mind, the text presents exercises and tools that parents and guardians can use to teach children to love. Each chapter features a special theme and lists specific, age-appropriate exercises for children from age 2 years to 19 years. Chapter 2 centers on the discovery of love in which children are taught how to feel secure. In chapter 3, activities that foster mutual appreciation between family members are outlined. The freeze-frame tool is explained next, a technique in which adults and children are taught to pause and listen to their heart. Other chapters delve into communication, listening skills, expanding perception, achieving emotional balance, and learning to work as a team. (RJM)

ED 412 469 CG 028 121

Vocational Rehabilitation Counselor Resource Book.

Employment Standards Administration (DOL), Washington, DC.

Pub Date—1996-12-00

Note—117p.; Small type in sample forms is difficult to read.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Counseling Psychology, Federal Government, Federal Programs, *Federal Regulation, Resource Materials, Supported Employment, *Vocational Rehabilitation

Identifiers—*Office of Workers Compensation Programs

The mission of the Office of Workers' Compensation Programs (OWCP) rehabilitation program is to assist injured workers, covered by Federal Employees' Compensation Act and the Longshore and Harbor Workers' Compensation Act, to return to gainful employment through vocational rehabilitation services. Information that certified counselors who work with OWCP workers need in order to adhere to federal guidelines is provided here. The text focuses on the roles and responsibilities of all participants in the OWCP rehabilitation process, including the roles and responsibilities of the participants. It details the program's characteristics, the steps to be taken in serving OWCP clients, and the time frames for each step. Some of the particulars that are addressed in the vocational rehabilitation process include case referrals, placement with the previous employer, plan development and training plans, placement with a new employer, assisted reemployment, self-employment, medical rehabilitation, and interruption of services and case closure. Samples of the numerous vocational rehabilitation forms are provided, as are examples of rehabilitation reports and rehabilitation bills and billing. Specifics on contractual requirements are also provided, such as principles of ethical conduct, termination procedures, counselor evaluation criteria, and rehabilitation program requirements. (RJM)

ED 412 470 CG 028 123
Childre, Doc Lew
FREEZE-FRAME: Fast Action Stress Relief.
Report No.—ISBN-1-879052-39-3
Pub Date—1994-00-00
Note—143p.
Available from—Planetary Publications, P.O. Box 66, Boulder Creek, CA 95006 ($9.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Coping, Physical Health, *Self Help Programs, *Self Management, *Stress Management, Training Methods
Identifiers—HeartMath

Recent scientific research has proven that we can, not only manage our stress, we can even prevent it. Ways to achieve stress management are presented in this book. It details a method called FREEZE-FRAME, a process in which individuals mentally stop the chaos that surrounds them and then calmly contemplate their situation. The text opens with an overview of a typical stressful day and the damage that such stress can inflict on the heart, the immune system, and other parts of the body. It then introduces the purpose of FREEZE-FRAME and how it can tame emotions that are out of control. Steps of the process are outlined along with the scientific basis of the FREEZE-FRAME method. Included in this latter section are discussions of the heart's role and its physiology, electrocardiogram analysis, and other details. Some of the personal benefits and applications of the technique are described, including business benefits, mental benefits, emotional benefits, physical benefits, and sports benefits. A separate chapter on the social benefits of FREEZE-FRAME is also detailed. Finally, a discussion of pitfalls to avoid in using this method, along with a number of tips for its successful application, are presented. (RJM)

ED 412 471 CG 028 124
Childre, Doc Lew
The How To Book of Teen Self Discovery: Helping Teens Find Balance, Security & Esteem.
Report No.—ISBN-1-879052-36-9
Pub Date—1992-00-00
Note—120p.
Available from—Planetary Publications, P.O. Box 66, Boulder Creek, CA 95006 ($8.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Adolescents, Child Rearing, *Interpersonal Communication, *Parent Child Relationship, *Parent Materials, Parenting Skills, *Secondary Education, Stress Management, Training Methods
Identifiers—HeartMath

The teenage years are full of promise and confusion. Ways in which adults can help teens listen to their hearts to find inner security and understanding are detailed in this book. Self-discovery is presented as a joint venture between the head and the heart. When these are out of sync, insecurity and conflict may arise, but when they work together, self-security, self-awareness, and self-esteem can be enhanced. It is recommended that parents work the exercises with their teenage children so as to foster bonding. By reading the chapters together and sharing examples from their own lives, parents and children can better understand the techniques presented here. The book emphasizes the importance of listening to one's heart when making decisions in a stressful situation. It teaches that by tuning into one's inner feelings, emotions, decisions, and judgments all benefit. Various chapters detail the importance of caring for others, friendships, and relationships; talking through depression; improving listening skills; resisting drug use; caring for the environment; and learning how music can affect the body. Some "heart smarts" practices are presented at the end. (RJM)

ED 412 472 CG 028 125
Belair, Robert R.
Privacy and Juvenile Justice Records: A Mid-Decade Status Report.
SEARCH, The National Consortium for Justice Information and Statistics, Sacramento, CA.
Spons Agency—Department of Justice, Washington, DC. Bureau of Justice Statistics.
Report No. —NCJ-161255
Pub Date—1997-05-00
Contract—BJS-92-BJ-CX-K012
Note—45p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Civil Law, *Correctional Rehabilitation, *Delinquency, Juvenile Courts, *Juvenile Justice, *Privacy, *Recordkeeping, Records Management, Secondary Education, Youth Problems
Identifiers—*Criminal Records

In 1982, a national report examining law and policy for juvenile justice records concluded that the public's faith in the potential for rehabilitating juvenile offenders had eroded. To understand better the nature of juvenile crime, it was suggested that data surrounding this issue be systematically collected. Some of that information effort is reported here. This report provides a comprehensive overview of the status of juvenile justice records and information systems as of the mid-1990s. It also offers an analysis of related information and privacy issues. The text is divided into five parts. Part 1 recaps juvenile crime statistics, including the frequency and severity of these crimes. In part 2, the development of the rehabilitative ideal and the establishment of the juvenile court system is detailed. Because the public's shaken confidence in rehabilitating delinquents resulted in more youth being placed with adult criminals, part 3 of this report looks at the results of this move. Part 4 reviews the law and policy issues relevant to the dissemination of juvenile records, and part 5 looks at the current state of juvenile justice recordkeeping. The booklet concludes with a discussion of juvenile justice trends and the integration of juvenile and adult records. (Juvenile Justice timeline and Bureau of Justice statistics report included.) (RJM)

ED 412 473 CG 028 126
Rozman, Deborah
Meditating with Children: The Art of Concentration and Centering. Revised Edition.
Report No.—ISBN-1-879052-24-5
Pub Date—1994-00-00
Note—141p.
Available from—Planetary Publications, P.O. Box 66, Boulder Creek, CA 95006 ($14.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Adolescents, Children, Elementary Secondary Education, *Meditation, Skill Development, *Stress Management, Student Development, Training Methods, Well Being
Identifiers—*Centering, Concentration, Yoga

Teaching children to meditate can improve their decision making and put them in touch with their deeper core values. Instructions for teaching children meditative techniques are presented in this book. It is suggested that the leader of the group read through the entire book before leading the children through the meditations and exercises. The first part of the text provides the theoretical base from which the practical sessions presented in the second part were developed. The ideal of meditation, the growing role of meditation in education, and the discipline that meditation requires are highlighted here. Each meditation and activity is structured so as to be adaptable to differing classroom situations and differing needs of families and teachers. Parents and teachers should find the exercises described here to be enjoyable and useful. Ten class sessions are presented, with step-by-step instructions and worksheets to help the leader assess class progress. The meditations are followed by energy activities in which breathing techniques, concentration exercises, and other activities are presented. Special meditations for older children and applications of these methods appear at the end, along with charts, stories, and yoga positions. (RJM)

ED 412 474 CG 028 134
Canfield, Jack Siccone, Frank
101 Ways To Develop Student Self-Esteem and Responsibility.
Report No.—ISBN-0-205-16884-1
Pub Date—1995-00-00
Note—510p.
Available from—Allyn and Bacon, Simon & Schuster Education Group, 160 Gould St., Needham Heights, MA 02194-2310 (Order No. H68844, $32.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Elementary Secondary Education, Empowerment, *Learning Activities, *Self Esteem, *Student Development, *Student Responsibility, *Teacher Guidance, *Teacher Influence, Teacher Student Relationship, Teaching Guides
Identifiers—*Teacher Development

Many believe our schools to be in crisis—a crisis brought on by educators having lost their sense of mission. What is needed, it is argued, is a new vision built on students' and teachers' highest potential. To achieve this goal, 101 activities that can foster students' self-esteem and responsibility are presented in this book. Assuming that education reform should begin with teachers, the first section is devoted to them and what they can do to improve their own self-esteem. It asks teachers to envision new roles for themselves—as leaders, as role models, and as coaches—and outlines activities to help them realize these roles. The second section emphasizes lessons that push students to take responsibility for their world, rather than seeing themselves as victims of circumstance. Teaching is portrayed as a loving process that is also a transforming activity. The last part of the book delves into what is called "the true purpose of education." The activities in this section help students attain goals, participate in peer counseling groups, resolve conflicts, and expand their expertise in areas beyond the classroom and into the community. All the activities are based on proven theories and have been tested in the field. (RJM)

ED 412 475 CG 028 135
Fairchild, Thomas N., Ed.
Crisis Intervention Strategies for School-Based Helpers. Second Edition.
Report No.—ISBN-0-398-06768-6
Pub Date—1997-00-00
Note—472p.
Available from—Charles C. Thomas Publisher, Ltd., 2600 S. First St., Springfield, IL 62794-9265 ($109.95).
Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Crisis Intervention, Elementary Secondary Education, Family Problems, *Pupil Personnel Services, *Pupil Personnel Workers, *School Counseling, School Counselors, School Security, Student Problems, Youth Problems
Identifiers—School Based Services

School-based helpers are helping professionals who work within educational settings and whose training and primary responsibility is to promote the mental health of students. Few resource materials provide these helpers with needed information and practical strategies—this text tries to meet that need. The 12 chapters here cover a wide range of prevention and crisis strategies. It is intended that the utilization of these prevention strategies will reduce the number of students requiring crisis counseling and crisis intervention. The intervention strategies are practical ideas that school-based helpers and other school personnel can employ to assist students experiencing various types of crises. Strategies are also described for working with students who are responding to crises in maladaptive ways. The text opens with a discussion of the school-based helper's role in crisis intervention. Other issues that are discussed include the following: separation and divorce; stepfamilies; students with disabilities and their families; abused and neglected students; substance abuse; death and grief in the school setting; managing violent and disruptive students; suicide intervention; eating disorders; crisis counseling with pregnant teens; and understanding and managing stress. Each chapter provides a list of curricular materials, assessment instruments, suggested readings, and names of resource agencies and organizations. Includes an author and a subject index. (RJM)

ED 412 476 CG 028 137

Nelson, Michelle R.

The Process of Finding Your First Academic Position.

Pub Date—1997-08-00

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Sciences, *College Faculty, Employment Interviews, Employment Opportunities, *Graduate Students, Higher Education, *Job Search Methods, Labor Market

Graduate students face a myriad of tasks as they prepare to enter the academic job market. Tips on how to complete a successful job search—from advice about preparing application materials and finding available positions to knowledge about what to expect during the interview—are provided in this paper. It opens with a discussion of applicant personality and how departments are looking for individuals who will "fit" into their departmental culture. The application process is then described, with the admonition that candidates be aware of their wants and needs. Tips for preparing the curriculum vita are offered, including suggestions on format, content, and emphasis, followed by a discussion of where the jobs are. Once potential job sites are located, the applicant must gather materials, such as official transcripts, letters of recommendation, evidence of teaching scholarship, and writing samples. When targeting a department, applicants should know their audience and craft their application materials accordingly. If an interview is offered, the candidate can expect various processes to ensue, depending on the type of school, and some interview scenarios are presented. Tips on what to ask during interviews and how to follow up after the visit are offered. (RJM)

ED 412 477 CG 028 139

Shulmire, Sandra Rodden

A Comparative Study of Gang-Involved and Other Adolescent Women.

Pub Date—1996-08-00

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Antisocial Behavior, Delinquency, Family Influence, *Females, High Risk Students, *Juvenile Gangs, Parent Child Relationship, Secondary Education, Student Behavior, Youth Problems

Adolescent women have been a part of gangs in the United States since the early 1800s, but they have been neglected in gang research. To address the shortfall, this study used structured interviews, standardized questionnaires, and collaborative records to gather information about adolescent women in a metropolitan area with an emerging gang problem. This research focuses on characteristics of adolescent females that may relate to their involvement with gangs. It examines existing data pertaining to females and gangs, and then explores various theories regarding who these young women are. The study focused on such areas as family demographics and family relationships; school and community functioning; psycho-social functioning; and level of contact with gangs and gang behavior. To further understanding, researchers compared two not-gang-involved groups of females to a third group of gang-involved women. It was found that the mothers of gang-involved adolescent women had significantly lower education levels than mothers in the comparison groups. Gang-involved adolescent women reported feeling mistreated at home significantly more often than other females and expressed problematic relationships with fathers. Friendship patterns and social-structural considerations were also connected to gang membership. (RJM)

ED 412 478 CG 028 141

McCollum, Vivian J. Carroll

Team Approach to School Counseling: Rationale for the Use of Paraprofessionals.

Pub Date—1996-00-00

Note—15p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, *Counselor Role, Elementary Secondary Education, *Paraprofessional School Personnel, Pupil Personnel Services, *Pupil Personnel Workers, *School Counseling, School Counselors, Teamwork

School counselors' duties have multiplied over the years, requiring counselors to be involved with nearly every aspect of school operation. Ways in which paraprofessionals can help school counselors meet these demands are described in this paper. Counselors must provide crisis intervention, group and individual counseling, classroom guidance, consultation with other school staff and parents, coordination of community activities, scheduling, record keeping, and a host of other services. Many of these tasks, it is suggested, can be completed by a trained paraprofessional, leaving the counselor available to deal with the increasing numbers of intervention-seeking students. These paraprofessionals, who are trained or skilled in human services, work alongside the professional counselor, serving as guidance aides, clerical aides, and coordination aides. Such duties can then free counselors to fulfill their primary duties, such as the counseling function, the consultation function, and the coordination function, in which they act as a liaison between school and community agencies. Some guidelines for implementing a counselor/paraprofessional relationship are offered. School counselors are advised to persuade administrators that a team approach to counseling can result in more effective service. (RJM)

ED 412 479 CG 028 142

Thiessen, Sarah

Effects of Single Parenting on Adolescent Academic Achievement: Establishing a Risk and Protective Factor Framework.

Pub Date—1997-05-00

Note—17p.

Pub Type— Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, Divorce, Elementary Secondary Education, Family Problems, *One Parent Family, *Parent Influence, *Parent Student Relationship, Risk, Student Needs

Identifiers—*Protective Factors, Risk Assessment, Single Parents

The effects of single parenting are explored in this paper. Single parenting is viewed in the overall framework of the risk and protective factor model, in which single parenting is viewed as one risk factor that can lead to unsuccessful adolescent academic outcomes. A historical perspective of single parenting is offered, with a focus on how such parenting affects academic achievement. The risk and protective factor model is then outlined such that it is possible to bolster protective factors and diminish risk factors. Some of the risk factors described here include the cumulative nature of risk, parental influences, and intelligence. Adolescent academic achievement and single parenting is highlighted, along with an analysis of how these two factors can be intertwined. Some of the implications of studies connecting single parenting and academic risk, along with certain flaws in some of these studies, are detailed. It is suggested that use of the risk and protective factor framework would avoid targeting single parenting as a definite risk, but would not fail to recognize that such parenting could have effects. Contains 15 references. (RJM)

ED 412 480 CG 028 143

Mille, Nancy A.

Death Education and Grief Counseling.

Pub Date—1997-00-00

Note—60p.

Pub Type— Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Counselor Attitudes, *Counselor Training, Death, Elementary Secondary Education, *Grief, *Pupil Personnel Services, *Pupil Personnel Workers, *School Counseling, School Counselors, Student Attitudes

Identifiers—*Grief Counseling

This paper explores ways in which school counselors can help young people with death-related concerns. It is often assumed that school counselors have the necessary skills for working with students who experience grief, but most graduate counseling curricula do not require courses in death education; thus, many counselors feel uncomfortable in helping clients deal with death-related concerns. Some of the topics covered in this paper include the changing face of school counseling and the need for counselors to be exposed to death education course work. Some topics for death education are described, along with a chapter-by-chapter analysis of the text "Death and Dying Life and Living," which looks at four different cultural views of death. This text describes the four phases a person must work through and offers advice on how to help children and adolescents cope with issues surrounding dying and death. The paper then describes myths common to grief and mourning, such as the belief that grief and mourning are the same experience. Myths involving children's reactions to death are also examined. Suggestions for grief counseling are offered and ways in which to apply grief counseling principles are provided. Contains 52 references. (RJM)

ED 412 481 CG 028 144

McCord, Joan

Some Unanticipated Consequences of Summer Camps.

Pub Date—1997-04-00

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, D.C., April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, *Delinquency, Elementary Secondary Education, *Intervention, Longitudinal Studies, *Outcomes of Treatment, Program Effectiveness, Program Evaluation, *Resident Camp Programs, *Summer Programs

Identifiers—*Cambridge Somerville Youth Study

More than 50 years ago, the Cambridge-Somerville Youth Study provided services to a randomly selected half of matched pairs of young boys living in congested urban environments. This "model intervention program" is analyzed in this paper. Between 1935 and 1939, information on approximately 1800 boys was gathered. This information was used to match pairs of boys similar in age, intelligence, physiques, family environments and backgrounds, social environments, and delinquency-prone histories. The treatment team included social workers, a psychologist, tutors, a shop instructor, consulting psychiatrists, and medical doctors. The project was funded well enough to provide assistance over an average of more than 5 years and records were complete enough to enable location of 98% of the subjects 30 years after treatment ended. Results indicate that the treatment program was not beneficial. Evidence suggests that parts of it were even harmful. Recently it has come to light that a feature that seems to have been particularly detrimental is the use of summer camps. Among boys sent to summer camps at least two times, 2 turned out better than their matched mate and 20 turned out worse. It is hypothesized that the boys in the study encouraged one another in deviant values. (RJM)

ED 412 482 CG 028 145

Welsh, Deborah P. Vickerman, Renee Rostosky, Sherry S. Kawaguchi, Myra C.

Shared Realities: Adolescent Couples' Subjective Understanding of Their Interaction and Its Relationship to Their Mental Health.

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, MD.; Tennessee Univ., Knoxville.
Pub Date—1997-04-00
Note—40p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, D.C., April 3-6, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Dating (Social), *Interaction, *Interpersonal Communication, *Interpersonal Relationship, *Intimacy, Love, *Mental Health, Secondary Education, Self Esteem, *Sex Differences
Identifiers—*Romantic Relationship

Researchers have largely neglected adolescents' romantic relationships. To help fill this research gap, some of the discrepancies between adolescent couples' and observers' perceptions of couples' conversations are examined here. Two approaches to interaction analysis were used: the divergent realities paradigm, which explores divergences in different peoples' perceptions of a couples' interaction, and the perceived inequality paradigm, which focuses on individuals' perceptions of discrepancies between couple members in the latter's interactions. A video-recall procedure to assess 61 adolescent romantic couples' perceptions of their taped conversations was used. Results suggest that adolescent romantic partners experience shared realities relative to outside observers. However, couple members also have distinct interpretations of their interactions, indicating that they may hold different views of their relationships. Although couple members and observers agreed that couples' conversations were generally harmonious, dating partners perceived their communications through different lenses and they experienced inequalities in their interactions. Both males and females perceived themselves more positively than their partner. Boys who viewed themselves more favorably than they viewed their girlfriends exhibited fewer depressive symptoms than boys who considered themselves less favorably. Contains 51 references. (RJM)

ED 412 483 CG 028 146

Wiener, Valerie

Gang Free: Influencing Friendship Choices in Today's World.

Report No.—ISBN-1-57749-003-7
Pub Date—1995-00-00
Note—207p.
Available from—Fairview Press, 2450 Riverside Ave. South, Minneapolis, MN 55454; phone: 1-800-544-8207 ($12.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Adolescents, Family Influence, *Friendship, Interpersonal Relationship, *Parent Child Relationship, Parent Influence, *Peer Relationship, Secondary Education, Significant Others, *Social Development, Student Needs
Identifiers—Adolescent Attitudes, *Adolescent Behavior, Parenting Styles, *Positive Attitudes

This book presents information as to how teenagers select their friends. Material was garnered through a review of the literature and hundreds of interviews. The book opens with a focus on how teenagers make friends, and includes such issues as the power of self, finding groups, peer impact, the merging process, seeking significance, and putting power to work. This section examines the lessons of friendship, self esteem, privacy, challenges to friendship, resolving conflict, cliques, status symbols, shared interests, coping with stress, the various fears that inhabit the teenager's world, and the power of positive thinking. The next section turns to the roles of parents and examines ways in which parental styles influence teenagers. It focuses on autonomy, the role of the family, the impact of divorce, the influence of multigenerational families, communication tips, setting limits, teaching by example, and fostering friendships. At the end of each chapter, a list of quick points summarizes the chapter's contents. The ideas contained in the book are intended to foster bridge-building between teens and their parents. Contains an index. (RJM)

ED 412 484 CG 028 147

Devlin-Scherer, Roberta

Peer Leadership in a Rural School Setting.

Pub Date—1997-00-00
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Helping Relationship, *Mentors, *Peer Influence, Rural Schools, Rural Youth, Secondary Education, *Student Leadership, Student Needs, Student Participation, Student School Relationship
Identifiers—*Peer Modeling, Vermont

This paper describes the training of a high school assistance team designed to guide younger students. The program, which was directed at students in grades 7 and 8, lasted for 1 year and involved students in community service and challenge activities. The setting was a small rural school in Vermont, with nearly 400 students in grades 7-12. Teachers had become concerned that the needs of all students were not being addressed at the school, arising in part from a lack of connectedness. It was suggested that high school students could serve as role models to the younger students and external funding was secured to initiate a training program for these student mentors. Following a careful selection process, 20 high school students, 4 teachers, and a guidance counselor met with trainers in two full days of training sessions. Some of the activities, which were intended to help the younger students, included field trips with peer leaders, challenge games, and a service project designed to assist the elderly. Results indicate that peer leaders experienced success in the leadership roles given them. The 30 at-risk students also improved, with improved attention, attendance, and grades. (RJM)

ED 412 485 CG 028 148

Mitchell, Stephanie J.

Portland Public Schools Touchstone Project: Final Evaluation Report, 1994-1996.

Portland Public Schools, OR. Research and Evaluation Dept.
Spons Agency—Department of Education, Washington, DC.
Pub Date—1996-10-00
Contract—S233A40169-95
Note—48p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Drug Rehabilitation, Elementary Secondary Education, Family Counseling, *Family Problems, *High Risk Students, *Intervention, Parent Attitudes, Program Effectiveness, Program Evaluation, *Student Needs, Substance Abuse
Identifiers—*Family Assistance Plans, Family Preservation Services, Portland School District OR

In today's complicated world, it is difficult to raise healthy, safe, and drug-free children. The Portland Touchstone Project tries to address this challenge by improving the resiliency of at-risk youth. The program is described in this report. It is based on a model that attempts to strengthen families and increase safety, security, and stability for children. The basic assumption of the model is that families want the best for their children, and even high-risk or drug-affected families can show considerable resolve in dealing with the stress in their lives. The project tried to engage high-risk families in working cooperatively with school and community efforts to reduce the use of student drug use. Findings from the evaluation of the project's two years of giving assistance to youth and families are highlighted in this report. It documents the work of the program, the success the program had in improving the lives of children, and discusses areas for further study. Profiles of participants are offered, including gender, grade level, and ethnic group, along with risk factor characteristics. Some of the methods used, such as the family unity meeting and family adaptability, are detailed. (RJM)

ED 412 486 CG 028 149

Mitchell, Stephanie J.

Touchstone Project Evaluation Report, 1996-1997.

Portland Public Schools, OR. Research and Evaluation Dept.
Spons Agency—Oregon State Dept. of Human Resources, Portland. Health Div.
Pub Date—1997-09-00
Contract—60-258-101957-2
Note—58p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Drug Rehabilitation, Elementary Secondary Education, Family Counseling, *Family Problems, High Risk Students, *Intervention, Parent Attitudes, Program Effectiveness, Program Evaluation, *Student Needs, Substance Abuse
Identifiers—*Family Assistance Plans, Family Preservation Services, Portland School District OR

The Portland Touchstone Project is a school-based integrated services program that focuses on alcohol and drug prevention by developing family strengths, by improving family relationships, and by enhancing the resiliency of at-risk youth. Information on project activities, guidelines for future development, and an evaluation of the program from 1996-1997 are presented in this report. The evaluation of the project resulted in five major findings. It provided direct services to 772 at-risk children and their parents. The program sponsored 226 Family Unit Meetings which were attended by almost 900 individuals as the basis for their strengths-based interventions with families. Of the Touchstone case families, 70 showed significant improvement in family cohesion and family adaptability; students in grades 3 through 8 showed basic skills achievement gains. Although these youth did not achieve at the same level as a comparison group, the test scores indicate that participation in the project positively affects student learning. Finally, in a follow-up survey, approximately 92% of the parents surveyed reported that they were very satisfied with the project and had developed new family strengths. (RJM)

ED 412 487 CG 028 150

Mitchell, Stephanie J. Gabriel, Roy M. Hahn, Karen J. Laws, Katherine E.

Portland Public Schools Project Chrysalis: Year 2 Evaluation Report.

Portland Public Schools, OR. Research and Evaluation Dept.; RMC Research Corp., Portland, OR.
Pub Date—1996-12-00
Note—198p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adolescents, Child Abuse, *Females, High Risk Students, High Schools, *Intervention, *Mental Health, Program Effectiveness, Program EValuation, School Counseling, *Sexual Abuse, *Substance Abuse
Identifiers—Portland School District OR

In 1994, the Chrysalis Project in Portland Public Schools received funding to prevent or delay the onset of substance abuse among a special target population: high-risk, female adolescents with a history of childhood abuse. Findings from the evaluation of the project's second year of providing assistance to these students are reported here. During the 1995-1996 school year, the project served 370 young women in grades 9 through 12. The program operates in all 10 traditional high schools and 2 alternative schools in the district. The evaluation reported here assesses the effectiveness of the specific program intervention strategies. It also documents the process of service delivery and program implementation at the schools to help interpret and give context to the project outcomes. The key findings of the outcome evaluation indicate several significant relationships among different health risk behavior areas (i.e., Chrysalis students who attended more support groups reported lower rates of marijuana use in the past month). The results show relationships among a history of abuse and increased use of alcohol and other drugs, sexual behaviors, violence-related behaviors, and suicide ideation in young women. (RJM)

ED 412 488 CG 028 151

Claus, Richard N. Quimper, Barry E.

Follow-Up Study of 1996 Graduates.

Saginaw Public Schools, MI. Dept. of Evaluation Services.
Pub Date—1997-09-00
Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, College Preparation, *Followup Studies, *High School Graduates, High Schools, Higher Education, *Outcomes of Education, *School Effectiveness, *Telephone Surveys, Vocational Interests, Young Adults
Identifiers—*Saginaw City School System MI

In June 1996, 348 students received diplomas from two high schools in Saginaw, Michigan. To determine these graduates' activities nine months after graduation, 188 of them were telephoned and asked about post-secondary education, employment status, and perception/evaluation of their high school education. The results of that survey are reported here. Survey findings will provide school board members, administrators, teachers, and counselors with data to assist them in instructional and curricular planning. Results indicate that 70.3% of the graduates were in college, school, training, or apprentice programs. For those attending school, the five top study areas were general courses/undecided, education and social services, business, medicine and health services, and engineering/architecture. Nearly half (46.3%) of the graduates attending school felt that their high school education was "very often" or "often" used in their current studies. Regarding employment, 81.5% of those surveyed were working for pay and none were full-time homemakers. Most graduates worked 32.1 hours per week. The two most frequently mentioned "suggested improvements" to the high school program were: "students need to be better prepared for college" and "more in-class computer usage." (RJM)

ED 412 489 CG 028 152

Ortiz, Elizabeth Thompson

The Human Options Battered Women's Shelter and Second Step Programs: A Study of Outcomes for Program Graduates.

Pub Date—1997-06-00
Note—141p.; Sponsored by Human Options, Newport Beach, CA.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adolescents, *Battered Women, *Child Abuse, Child Advocacy, Children, Elementary Secondary Education, Family Problems, *Family Violence, Intervention, Outcomes of Treatment, *Program Effectiveness, Program Evaluation
Identifiers—Spouse Abuse Shelters, *Womens Shelters

Human Options is a non-profit social service agency in Orange County, California which provides services for battered women and their families. This study: assessed the outcomes for graduates of its programs; obtained consumer evaluations of the agency's services; measured the needs for aftercare services; and assessed how the children of program graduates were doing. This study builds on an initial follow-up survey in which 90 graduates of the Human Options program were interviewed. For the current study, data was collected from two groups of Human Options graduates: graduates of the Second Step program and former residents of the Human Options Shelter. Results show that Second Step respondents, even though they had more problematic backgrounds than the Shelter women, were doing as well as their Shelter peers on most indicators and even better in some areas, such as being less likely to report that they or their children have been abused. Consumer satisfaction was high for graduates of both programs. However, exploratory data on the children revealed cause for concern, with many of the children expressing themselves through physical violence, having trouble making friends, and performing below grade level in reading. Recommendations for future research are made. Contains numerous tables throughout the document. (RJM)

ED 412 490 CG 028 153

Gordon, Randall A. McClure, Bud A. Petrowski, Evelyn Willroth, Liza L.

Research Productivity in CACREP Accredited Programs.

Pub Date—1994-00-00
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), College Faculty, Counseling Psychology, *Counselor Educators, *Counselor Training, *Faculty Publishing, *Graduate Study, Higher Education, *Productivity, Publications, *Research
Identifiers—Council for Accred of Counsel and Relat Educ Prog

The relevancy of research and the subsequent development of research skills in counselor education training has been the subject of considerable debate. To assess the status of research in graduate programs, research productivity was reviewed among 78 Council for Accreditation of Counseling and Related Educational Programs (CACREP) offering master's or doctoral degrees in a variety of areas. This paper reports the results of that review. Program analysis was conducted for the years 1974-1992. Separate assessments were made based on all departmental publications listed in the Social Sciences Citation Index (SSCI) and in the 14 journals of the American Counseling Association (ACA). Strong relations were found between overall productivity as indexed in SSCI and productivity in the ACA journals among the departments included in the assessment. The level of terminal degree offered by a department and the number of first-authored publications produced by graduate students explained significant amounts of variability in the productivity measures. A comparison of pre- versus post-accreditation productivity revealed a significant increase in productivity subsequent to accreditation. The relative utility of such information for the assessment and selection of graduate programs in counseling is discussed. (Author/RJM)

ED 412 491 CG 028 154

Hunt, Dana

Pulse Check: National Trends in Drug Abuse.

Abt Associates, Inc., Bethesda, MD.
Spons Agency—Office of National Drug Control Policy, Washington, DC.
Pub Date—1997-00-00
Note—66p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Alcohol Abuse, Cocaine, Crack, *Drug Abuse, Heroin, *Illegal Drug Use, Marijuana, *National Surveys, Stimulants, Substance Abuse, *Trend Analysis
Identifiers—Drug Demand, Drug Trafficking

This Pulse Check is a report of national trends in illicit drug abuse and drug markets in the United States. The report draws on conversations with ethnographers and epidemiologists working in the drug field, law enforcement agents, and drug treatment providers across the United States. Information from each of these sources is summarized in narrative form broken down by drug type and presented in detailed tables at the end of the report. The four groupings of drugs are heroin, cocaine, marijuana, and emerging drugs. Results show that the market for heroin and cocaine remains fairly stable. Marijuana continues to be popular among young people and is frequently used with alcohol, hallucinogens, cocaine, or methamphetamines. Among the emerging drugs, methamphetamine continues to be a problem in the West and parts of the South, its low price making it an easily accessible drug. "Club drugs," such as Lysergic Acid Diethylamide (LSD) and Ketamine, are part of the drug scene in most areas, with many young people using a combination of these substances. (RJM)

ED 412 492 CG 028 156

Jurkovic, Gregory J.

Lost Childhoods: The Plight of the Parentified Child.

Report No.—ISBN-0-87630-825-6
Pub Date—1997-00-00
Note—252p.
Available from—Brunner/Mazel, Inc., 19 Union Square West, New York, NY 10003 ($34.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Adolescents, Caregiver Role, Child Abuse, *Child Development, *Child Role, Children, Counselor Role, Elementary Secondary Education, *Family Problems, Family Role

Growing numbers of children are being parentified; that is, they are sacrificing their childhoods and assuming a parental role to take care of family members and the family as a whole. Many of the issues and risks surrounding this process are explored in this book. The parentified phenomenon is frequently overlooked by therapists, although it is found in troubled families of all kinds. The text explores complicated individual, family, sociocultural, and existential-ethical forces at work in the lives of parentified children. It claims that pathological parentification is a discriminable category of maltreatment and may have specific etiologies. Specific guidelines and models for evaluating, treating, and preventing destructive parentification of children and adolescents are offered. The book is divided into two parts. In part 1, separate chapters define and conceptualize destructive parentification from an ecological-ethical perspective. Applications for this material are then discussed in part 2. Clinical manifestations of destructive parentification and their identification; treatment within family, couple, and community contexts; and prevention are all addressed. In the last chapter, the special professional, ethical, and personal challenges facing therapists with a history of pathological parentification are discussed. Contains both a name and a subject index and approximately 310 references. (RJM)

ED 412 493 CG 028 166

Putnam, Frank W.

Dissociation in Children and Adolescents: A Developmental Perspective.

Report No.—ISBN-1-57230-219-4
Pub Date—1997-00-00
Note—423p.
Available from—Guilford Press, 72 Spring St., New York, NY 10012 ($38.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Adolescent Development, Adolescents, Behavior Disorders, *Child Abuse, *Child Development, Children, Clinical Diagnosis, *Developmental Psychology, Elementary Secondary Education, Personality Problems, *Psychopathology, Sexual Abuse
Identifiers—*Dissociation

From amnesia to auditory hallucinations, the symptoms of pathological dissociation are among the most devastating effects of childhood maltreatment. Ways in which therapists can provide a comprehensive developmental approach to understanding, diagnosing, and treating this challenging clinical population are presented in this text. After reviewing the nature and effects of childhood trauma and considering an array of maltreatment outcomes, the volume introduces an empirically grounded model of pathological dissociation. Current knowledge about the psychobiology of multiple personality disorder and other dissociate disorders is incorporated into the text. Each chapter lays out a broad-based treatment approach intended to facilitate the development of impulse control, emotional and behavioral self-regulation, and integrative metacognitive functions. The text is premised on the belief that the best clinical interventions arise from a developmental understanding of pathological dissociation. Issues that receive special focus include the differences between normal and pathological dissociation; documenting and diagnosing dissociative symptoms and behaviors; principles and goals of therapy with dissociative children; risk factors, protective factors, and clinical outcomes; family and institutional contexts of care; and current psychopharmacological approaches to care. Contains an index and approximately 750 references. (RJM)

CS

ED 412 494 CS 012 911

Flynt, E. Sutton Cooter, Robert B., Jr.

Reading Inventory for the Classroom. Third Edition.

Report No.—ISBN-0-13-680042-4
Pub Date—1998-00-00
Note—238p.
Available from—Order Processing, Merrill Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($35).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors—Conventional Instruction, Diagnostic Tests, Elementary Secondary Education, *Informal Reading Inventories, Miscue Analysis, *Reading Achievement, Reading Attitudes, *Student Evaluation

Noting that many teachers may be moving gradually toward holistic teaching while still using many traditional materials and practices, this book presents a reading inventory that retains some traditional methods and descriptions as well as naturalistic assessment methods and descriptions that are more consistent with current thinking about assessment. The book begins with an introductory section that addresses who should use the inventory, how the inventory differs from other informal reading inventories, and administration and scoring procedures. The introductory section also presents a scored student example. The book then presents the inventory, beginning with a student summary and a primary form and an upper level form of an interest/attitude interview. Each of the 4 forms of the inventory in the book offers sentences for initial passage selection, narrative passages, and examiner's assessment protocols. An appendix contains additional blank miscue grids. (RS)

ED 412 495 CS 012 912

Swearingen, Rebecca Allen, Diane

Classroom Assessment of Reading Processes.

Report No.—ISBN-0-395-69760-3
Pub Date—1997-00-00
Note—267p.
Available from—Houghton Mifflin, 181 Ballardvale Street, Wilmington, MA 01887 ($35.56 plus 18% shipping/handling).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors—Childrens Literature, Diagnostic Tests, Elementary Secondary Education, Informal Assessment, Informal Reading Inventories, *Portfolio Assessment, Portfolios (Background Materials), Protocol Analysis, *Reading Achievement, *Reading Processes, *Student Evaluation
Identifiers—Authentic Assessment

For use by K-12 teachers or specialists, this book presents an informal classroom tool for assessing reading processes which is rooted in contemporary research and practice. The book features separate assessments for narrative and expository retelling, portfolio checklists to help analyze results, modeled "think-alouds," and an annotated bibliography of children's book to support teachers' literacy goals. Part 1 of the book presents an orientation to the Classroom Assessment of Reading Processes (CARP). Part 2 discusses when to use the CARP, deciding which sections are appropriate, and administration of the narrative, expository, and think-aloud sections. Part 3 of the book discusses analyzing results, and part 4 addresses use of portfolio assessment (and includes a sample portfolio). Part 5 of the book presents CARP assessment materials, including word lists, 2 forms of narrative and expository passages with accompanying rubrics, think alouds, and portfolio checklists. Part 6 of the book presents a 25-item annotated bibliography of children's literature for each of the grades 1-6. An 18-item glossary is attached. (RS)

ED 412 496 CS 012 916

Pinnell, Gay Su Fountas, Irene C.

Help America Read: A Handbook for Volunteers.

Report No.—ISBN-0-435-07250-1
Pub Date—1997-00-00
Note—120p.
Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 ($15).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Emergent Literacy, Lesson Plans, Literature Appreciation, Parent Participation, Phonics, Primary Education, Reading Aloud to Others, *Reading Improvement, Spelling, *Volunteers, Writing Improvement
Identifiers—Shared Reading

Designed to assist literacy volunteers, this handbook explains specific ways to guide a young child's successful journey into literacy. The handbook includes 10 specific ways of working with children, with guides and suggestions for each; many book lists, including multicultural titles at several grade levels; concrete suggestions; sample lesson plans; time management tips; basic information on phonics and fluency in reading and writing; and guidelines for working with individuals as well as groups. Chapters in the handbook are (1) Let's Get Started!; (2) Ten Ways to Help; (3) Can We Talk?; (4) Get Lost in a Book; (5) Find Books to Love; (6) Discover Shared Reading; (7) What It Takes to Read; (8) The Place for Phonics, Letters, and Words; (9) What about Writing and Spelling?; (10) Make Your Own Book!; (11) Make a Difference at Home; and (12) Plan Well to Work Well. Contains 93 references; appendixes contain a list of 122 books (arranged by grade level) suitable for reading aloud and a list of 52 paperback books that serve as a starter for the literacy tutor's "tool kit.") (RS)

ED 412 497 CS 012 927

Rinsky, Lee Ann

Teaching Word Recognition Skills. Sixth Edition.

Report No.—ISBN-0-13-776865-6
Pub Date—1997-00-00
Note—240p.
Available from—Gorsuch Scarisbrick, Publishers, P.O. Box 11071, Des Moines, IA 50336-1071 ($37.33).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Beginning Reading, *Computer Assisted Instruction, *Decoding (Reading), Independent Study, *Phonics, Primary Education, *Reading Instruction, *Reading Skills, Special Needs Students, Spelling, Teaching Guides, Whole Language Approach, *Word Recognition

Teaching the benefit of systematic instruction in decoding strategies, this self-instruction manual for teachers in word recognition skills stresses reading instruction in an environment that has comprehension as its goal. Quality reading materials constitute the core of this early reading program. New in the sixth edition are additional review questions; further suggestions for beginning to read; handwriting modeling and classroom suggestions; additional activities in readiness, blending, and context clues, as well as activity guides for parents; model lessons in teaching phonics in a basal, in a program with a strong phonics component, and in the whole language approach; a section on additional oral/writing activities; a section on spelling and its relationship to decoding, with traditional and creative activities; and a revised section on using computers to teach word recognition skills. Chapters in the manual are: (1) The English Sound System and Its Relationship to Word Recognition; (2) The Role of Phonics in Word Recognition; (3) Developing Additional Word Recognition Skills; (4) Aids in Decoding; (5) Students with Special Needs; and (6) Computers in the Reading Classroom. Appendixes contain answer keys; a record form, selected lists, and scope and sequence chart; example word lists; tests; and resources for the teacher. (RS)

ED 412 498 CS 012 929

Bader, Lois A.

Read To Succeed: Literacy Tutor's Manual.

Report No.—ISBN-0-13-690561-7
Pub Date—1998-00-00
Note—128p.
Available from—Merrill Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($19).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Elementary Secondary Education, Family Literacy, Learner Controlled Instruction, Literature Appreciation, Mathematics Instruction, *Reading Improvement, Reading Motivation, Teaching Guides, Thematic Approach, *Tutorial Programs, *Tutoring

Developed as part of the "Read to Succeed" program that has helped children improve literacy for more than 10 years, this tutor's manual presents information to help tutors help children acquire not only the essential skills of literacy, but also the enjoyment of reading and self-expression. The first part of the manual contains the program goals, objectives for the introductory workshops, and instructions for establishing rapport and assessing a child, as well as instructions for using Literacy Planning Guides. The second part of the manual, Learner-Centered Literacy Instruction, provides direction on how to help students in specific literacy areas and is organized from the beginning elements, such as learning the alphabet, through procedures for more proficient readers. The third part of the manual contains suggestions for thematic instruction projects—activities that appeal to a wide range of children of different ages. Appendixes contain a description of a children's book drop project and a family literacy program along with a list of recommended books for young children; planning guides and a priority checklist for students in grade levels 6-12; a math planning guide and suggestions for math tutoring; and extra word list forms and planning guides. (RS)

ED 412 499 CS 012 931

Beers, Kylene, Ed. Samuels, Barbara G., Ed.

Into Focus: Understanding and Creating Middle School Readers.

Report No.—ISBN-0-926842-64-1
Pub Date—1998-00-00
Note—510p.
Available from—Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062; telephone: 800-934-8322 ($36.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Computer Uses in Education, Content Area Reading, Discussion (Teaching Technique), Gifted, Intermediate Grades, Junior High Schools, *Middle Schools, Professional Development, Reader Response, Reading Achievement, Reading Aloud to Others, *Reading Attitudes, Reading Difficulties,

*Reading Improvement, *Reading Motivation, Selection Tools, Thematic Approach

Identifiers—Authentic Assessment, *Middle School Students, Response to Literature, *Trade Books

Addressing the needs of English language learners, remedial readers, avid readers, gifted readers, dormant readers, reluctant readers, and readers in content areas, this book's goal is to help middle school teachers connect their students to reading. The book offers multiple lists of trade books that different types of middle school readers enjoy; describes computer programs for middle schoolers; tells how the Internet can provide reading motivation; offers methods for assessment; explains response theory; discusses short stories; explains the importance of reading aloud; walks teachers through CD ROMs, audio books, reference books, fiction and nonfiction trade books; and outlines what successful staff development ought to entail. Chapters in the book are (1) "Understanding Middle School Students" (Linda Robinson); (2) "Voices of Middle School Readers" (Hollis Lowery-Moore); (3) "Choosing Not to Read: Understanding Why Some Middle Schoolers Just Say No" (Kylene Beers); (4) "Call Me Ishmael: A Look at Gifted Middle School Readers" (Barbara Baskin); (5) "Reaching Struggling Readers" (Margaret Hill); (6) "Latino Students and Reading: Understanding These English Language Learners' Needs" (Yolanda Padron); (7) "Reader-Response Theory in the Middle School" (Robert Probst); (8) "Thematic Units and Readers' Workshop: How the Two Connect" (Mary Santerre); (9) "Promoting Literature Discussions" (Elizabeth A. Poe); (10) "Readers Take Responsibility: Literature Circles and the Growth of Critical Thinking" (Judith Scott and Jan Wells); (11) "Using Dialectical Journals to Build Beginning Literary Response" (Sandy L. Robertson); (12) "Strategies: What Connects Readers to Meaning" (Judy Wallis); (13) "Reading Aloud to Build Success in Reading" (Teri S. Lesesne); (14) "Fostering Independent, Critical Content Reading in the Middle Grades" (Karen M. Feathers); (15) Authentic Reading Assessment in the Middle School (Devon Brenner and P. David Pearson); (16) Castles to Colin Powell: The Truth about Nonfiction" (Betty Carter and Richard F. Abrahamson); (17) "Short Stories—Long Overdue" (Donald R. Gallo); (18) "Creating Lifetime Readers: A Novel Idea" (Barbara G. Samuels); (19) "It Ain't Only in Books Any More" (Ted Hipple and Elizabeth Goza); (20) "The Genie in the Computer" (Elizabeth Stephens); (21) "Honoring Teacher Voices through Professional Conversations" (Carol Pope and Karen Kutiper); and (22) "Selection Aids: Places to Go When There's More You Need to Know" (Patricia Potter Wilson). An approximately 500-item list of trade books cited is attached. (RS)

ED 412 500 CS 012 933

Ediger, Marlow

Phonics Can Be Fun!

Pub Date—1997-00-00

Note—7p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Constructivism (Learning), Elementary Education, *Instructional Effectiveness, Learning Activities, Learning Strategies, *Phonics, *Reading Instruction, *Reading Skills, Self Concept, Student Development

Learning phonics can be enjoyable or it can be tedious. This paper presents several teaching approaches that can guide pupils to like phonics instruction and to become better readers. Guidelines to remember in teaching phonics are to: (1) make it a relaxed and informal learning activity; (2) decrease competition among learners while developing each pupil's self-concept; (3) make phonics an inherent part of reading and literature lessons; and (4) emphasize constructivism as a psychology of learning. (CR)

ED 412 501 CS 012 934

Gersten, Karen

A Model of Adult Literacy: Implications for Educational Change.

Pub Date—1996-00-00

Note—26p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Adult Literacy, *Adult Reading Programs, Educational Change, Illiteracy, Models, *Reading Attitudes, *Reading Habits, Reading Instruction, Reading Research, *Reading Skills, Teaching Methods

Identifiers—*Active Readers, Aliteracy

A research-based model of adult literacy categorizes adult reading habits into four categories: (1) illiteracy, the inability to read; (2) aliteracy, the absence of reading by those who are able to read; (3) selective literacy, reading only one type of material for a single purpose; and (4) active literacy, fully embracing literacy in all aspects of life. The model explores reasons why people develop such different reading habits. Family, school, and peer cultures are major areas of focus, especially when students experience culture clashes between home, community, and school. Culture's impact on learning style is another important consideration in the formation of lifelong reading habits. The affective domain is another critical element. It contributes to readers' personal definitions of reading, to their attitudes toward reading, toward their self-concepts as readers and learners, and to the readers' views of literacy use in their futures. Finally, interventions for both children and adults are suggested which could move more people toward active literacy. Common practices which are successful at all educational levels as well as varied teaching methods and materials which appeal to diverse learners are stressed, as the purpose of the model is to suggest interventions which would move more people toward active literacy. (Contains 5 figures and 31 references.) (Author)

ED 412 502 CS 012 935

Yeung, Alexander Seeshing

Reading English as a Second Language with Vocabulary Definitions: Cognitive Load Effects on Comprehension and Vocabulary Learning.

Pub Date—1997-10-18

Note—14p.; Paper presented at the "Our Schools Our Research" Conference (Macarthur, New South Wales, Australia, October 18, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*English (Second Language), Foreign Countries, Grade 5, Grade 8, *Instructional Effectiveness, Intermediate Grades, Junior High Schools, *Reading Comprehension, Reading Research, *Vocabulary Development

Identifiers—*Cognitive Load, Hong Kong

Two experiments were conducted to examine the effects of cognitive load management using vocabulary definitions in reading passages for readers of English as a second language (ESL) with different levels of expertise who were attending school in Hong Kong. Experiment 1 found that vocabulary definitions integrated within a passage (integrated format) improved fifth graders' comprehension, whereas a separate vocabulary list (separated format) improved vocabulary learning. Experiment 2 found that the integrated format improved eighth graders' vocabulary learning, whereas the separated format improved comprehension. The efficiency of instruction depends partly on its ability to manage cognitive load associated with the learning task. An identical presentation format may facilitate learning by reducing cognitive load but may interfere with learning either through split-attention or redundancy effects, depending on the expertise of the learner. (Contains 28 references and 2 tables of data.) (Author/RS)

ED 412 503 CS 012 936

Freppon, Penny A. McIntyre, Ellen

From Emergent to Conventional Reading: Similarities and Differences in Children's Learning in Skills-Based and Whole Language Classrooms.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-03-00

Contract—G0087202299, R117E00134

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, *Conventional Instruction, *Instructional Effectiveness, Longitudinal Studies, Primary Education, Public Schools, Reading Attitudes, Reading Habits, *Reading Instruction, Reading Motivation, Reading Research, *Reading Strategies, Urban Schools, *Whole Language Approach

Identifiers—*Reading Behavior

A case study explored six children's knowledge and use of the alphabetic system and reading strategies. Subjects, three children from a skills-based kindergarten and first grade and three children from a whole language kindergarten and first grade, were matched based on reading achievement—most proficient, moderately proficient, and less proficient. The research sites were two urban public schools in a large midwestern city. Both schools had high mobility rates, a large percentage of children on the federally-sponsored lunch program; and low standardized test scores. The school served a majority population of white Urban Appalachians with a history of migration from rural areas into industrialized cities. Subjects were observed twice weekly from September to May in kindergarten and first grade. Alphabetic knowledge and oral reading were analyzed through quantitative and qualitative measures. Results indicated that: (1) the 2 most proficient readers retained that status over the 2-year period; (2) all subjects learned about the alphabetic system in generally similar ways and oral reading samples showed similar developmental patterns; (3) all three subjects from the whole language classroom differed from their skills-based peers in persistence, engagement, and how they used their knowledge; (4) all six subjects wanted to read; (5) although the subjects from the skills-based classroom did not choose to read as often nor engage with a variety of books as intensely, when left on their own, they read; and (6) the reading strategies of skills-based learners changed when they read with their teacher while those of the whole language learners did not. Findings suggest that factors beyond skill learning are essential. (Contains 24 references.) (RS)

ED 412 504 CS 012 937

Contributor's Guide to Periodicals in Reading.

International Reading Association, Newark, DE.

Pub Date—1997-10-00

Note—29p.

Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8159, Newark, DE 19714-8139 ($5.95).

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Elementary Secondary Education, Higher Education, *Periodicals, *Reading, Research Tools, Writing for Publication

Identifiers—Educational Journals, *Reading Journals

Focusing on periodicals that consistently carry materials about reading, this contributor's guide lists information on 189 electronic journals, print journals, magazines, newsletters, newspapers, and yearbooks. The alphabetical list offers information about editor, address, frequency of publications, editorial procedures, grade level, and audience. A sample of the survey sent to the periodicals is included. (RS)

ED 412 505 CS 012 938

More Teachers' Favorite Books for Kids: Teachers' Choices 1994-1996.

International Reading Association, Newark, DE.

Report No.—ISBN-0-87207-179-0

Pub Date—1997-00-00

Note—91p.; Produced by the International Reading Association's "Teachers' Choices Committee." For the previous edition, see ED 364 871.

Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, Class Activities, Elementary Education, *Reading Material Selection, Recreational Reading

Identifiers—*Trade Books

Including books that might not be discovered or fully appreciated by children without introduction by a knowledgeable adult, this guide presents annotations of more than 80 trade books appropriate for children and adolescents, complete with teachers' suggestions for curriculum use. Entries in the guide are grouped into primary (K-2), intermediate (grades 3-5), and advanced (grades 6-8). Culled from lists compiled from 1994 to 1996, the trade books listed here offer many opportunities for reading aloud, discussion, and the stimulation of writing across the curriculum areas of language arts, social studies, math, art, drama, and music. The books included in the guide were chosen because teachers believe they reflect high literary quality in style, content, structure, beauty of language, and presentation. (RS)

ED 412 506 CS 012 939

Smith, Carl B.

Vocabulary Instruction and Reading Comprehension. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-CS-97-07

Pub Date—1997-00-00

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, *Reading Comprehension, Reading Improvement, *Reading Strategies, *Vocabulary Development, *Vocabulary Skills

Identifiers—ERIC Digests, *Word Knowledge

Based on the idea that word knowledge has particular importance in literate societies, this Digest finds that most people feel that there is a common sense relationship between vocabulary and reading comprehension, i.e., messages are composed of ideas, and ideas are expressed in words. The Digest considers several viewpoints on teaching vocabulary, offers some strategies for vocabulary teaching, and suggests some sources for further reading about vocabulary instruction and reading comprehension. (NKA)

ED 412 507 CS 012 940

Smith, Carl B.

Word List for a Spelling Program.

Pub Date—1997-11-14

Note—12p.; Paper presented at the Annual International Dyslexic Conference (Minneapolis, MN, November 14-15, 1997).

Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Vocabulary, Elementary Education, *Spelling, *Spelling Instruction, *Word Lists

Identifiers—Educational Issues, Spelling Growth

What logic should educators use in choosing words for students to learn to spell? Common sense provides the answer: students should learn to spell the words they use in writing. What these words are has been a subject of concern since the beginning of this century. Dozens of word frequency lists have been developed over the years, based primarily on material written for and by adults. A study done at Stanford University (California) in 1966 had a great effect on spelling programs. The study concluded the vowel and consonant sounds have regular, consistent spelling about 80% of the time. A study conducted at Indiana University in 1980 and 1981 was designed to find out the words that students of the 1980s want to write as well as their spelling errors. Results indicated almost no change in the highest frequency words but that students wanted to use and spell words they have not yet encountered in reading. Special attention should be given to helping students predict spellings of words that are in their speaking but not their reading or writing vocabularies. Basic sound-letter patterns should be taught in the primary grades. To take advantage of any possible transfer of learning, spelling words should be learned following their introduction in reading. The guiding principle for the overall spelling curriculum is that children should be helped to spell those words they are most likely to need and those words they want to use in their own writing. (RS)

ED 412 508 CS 012 941

Ediger, Marlow

Principles of Learning and the Teaching of Reading.

Pub Date—1997-00-00

Note—22p.

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, *Educational Principles, Educational Psychology, Elementary Education, Individual Differences, Reading Achievement, *Reading Instruction, Reading Motivation

Identifiers—Reading Uses

Pupils need to experience a quality literature and reading program. By following tenets concerning the principles of learning developed by educational psychology, teachers can provide more adequately for students' individual differences such as the fast, average, and slower readers in the classroom setting. Teachers need to study each pupil and attempt to ascertain which reading program will guide learners to achieve optimally. Pupils individually have a starting point which indicates their present level of reading achievement. This is the place where reading and literature instruction need to begin. With good sequence, continual optimal progress is an ideal for pupils to attain in ongoing reading lessons and units of study. Reading instruction needs to be challenging and demanding, but not to the point of learners not being able to meet goals. Nor should the literature and reading program be at a too easy level of instruction whereby motivation to learn decreases. A combination of instructional programs in reading may be used so that a varied approach results in which pupil interests are fostered. Reading teachers need to analyze each pupil's style and make necessary provisions. The goal of all reading instruction is to have pupils become proficient readers. Reading needs to be enjoyable so that an inward desire to read is an end result. (RS)

ED 412 509 CS 012 942

Spann, Mary Beth

30 Collaborative Books for Your Class To Make and Share! Easy Patterns and How-to's for Creating a Year's Worth of Thematic Rhyming Books. Grades K-2.

Report No.—ISBN-0-590-06542-4

Pub Date—1997-00-00

Note—102p.

Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($12.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Childhood Interests, *Childrens Writing, Classroom Techniques, *Cooperation, *Creative Activities, Instructional Innovation, Primary Education, *Rhyme, Student Projects, Teaching Guides, *Thematic Approach, *Writing Skills

Identifiers—*Book Production

This book offers a collection of 30 fun-filled book-writing and book-making projects guaranteed to engage beginning writers of every ability level. Intended for teachers of kindergarten through grade 2, the book provides an easy-to-implement approach to bookmaking. Each of the books is thematic in content and shape and use rhyming poetry as a creative way to build literacy. The shapes of the books are designed to match different topics and seasons that children can relate to, such as: time ("Tick-Tock Clock"), animals ("Giant Dinosaurs," "Playful Penguin"), Halloween ("Orange Pumpkin"), and the weather ("Frosty Snowman," "Weather Window"). The books are simple to execute and assemble and are easily completed in a week. The guide begins with instructions, publishing tips, and suggestions for sharing the books. (CR)

ED 412 510 CS 012 943

Eaton, Deborah

Short Vowels. Fun with Phonics! Book 4. Grades K-1.

Report No.—ISBN-0-590-76491-8

Pub Date—1997-00-00

Note—34p.; For Book 5, see CS 012 944; for Book 10, See CS 012 945.

Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($6.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Class Activities, Classroom Techniques, Grade 1, Kindergarten, Learning Activities, Parent Participation, *Phonics, Primary Education, Reading Games, *Reading Instruction, Reading Skills, Skill Development, Teaching Guides, *Vowels

Identifiers—Fun

This book is a hands-on activity resource for kindergarten and first grade that makes phonics instruction easy and fun for teachers and children in the classroom. The book offers methods for practice, reinforcement, and assessment of phonetic skills using a poem as a foundation for teaching short vowels. The poem is duplicated so children can work with it in a variety of ways such as: echo reading (recite the poem as a sing-song jump rope chant); visual discrimination (write the poem on a chart and ask volunteers to underline the short vowels and circle the rhyming words); kinesthetic activity (take children out to the playground and encourage them to jump rope while chanting words to the poem) and innovation (have children work with partners to think of other rhyming names and use the names to make up new verses for the jump rope poem). Thirteen poems relating to specific vowels include: "An A-1 Name Tag" (short vowel a); "Extra Special Eggs" (short vowel e); "Izzy Inchworm" (short vowel i); "Froggy's Hop" (short vowel o); and "Under the Umbrella" (short vowel u). "The Family Letter" can be sent home to encourage families to reinforce what children are learning. Children will also renjoy sharing the "Take-Home Book." Word and Picture cards are drawn from the vocabulary presented in the book and other familiar daily vocabulary. The "Show What You Know" page provides children with targeted practice in standardized test-taking skills, using the content presented in the book in the assessment items. (CR)

ED 412 511 CS 012 944
Eaton, Deborah
Rhyming Words. Fun with Phonics! Book 5. Grades K-1.
Report No.—ISBN-0-590-76492-6
Pub Date—1997-00-00
Note—34p.; For Book 4, see CS 012 943; for Book 10, see CS 012 945.
Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City MO 65102 ($6.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Class Activities, Classroom Techniques, Grade 1, Kindergarten, *Learning Activities, Parent Participation, *Phonics, Primary Education, Reading Games, *Reading Instruction, Reading Skills, *Rhyme, Skill Development, Teaching Guides
Identifiers—Fun

Intended for teachers of kindergarten and first grade, this book offers hands-on activities that make phonics instruction easy and fun for teachers and children in the classroom. The book provides methods for practice, reinforcement, and assessment of phonics skills. A poem is used to introduce the phonics element of this book, rhyming words. The poem is duplicated so children can work with it in a variety of ways, such as: personal response (read the poem aloud and ask children to tell stories about their baby brothers or sisters); echo reading (recite the poem, then have the children echo the words and rhythm); visual discrimination (write the poem on a chart and ask volunteers to circle the rhyming words) and innovation (revise the poem, write it on a chart and then recite it together). Titles of 13 rhyming word subjects include: “Roll-A-Rhyme” (rhyming words -ap, -en, -ink, -ug, -ip, -op); “Scat, Billy Bat!” (rhyming words -at). “Puppet Time” (Rhyming words -ad, -ell, -im, -ug, -ucky, -ed); “Hink Pinks” (rhyming words -ny, -in, -ooch, -oom). “The Family Letter” can be sent home to encourage families to reinforce what children are learning. Children will also enjoy sharing the “Take-Home Book.” Word and Picture cards are drawn from the vocabulary presented in the book and other familiar daily vocabulary. The “Show What You Know” page provides children with targeted practice in standardized test-taking skills, using the content presented in the book in the assessment items. (CR)

ED 412 512 CS 012 945
Daniel, Claire
Vowel Diphthongs. Fun with Phonics! Book 10. Grades 1-2.
Report No.—ISBN-0-590-76497-7
Pub Date—1997-00-00
Note—34p.; For Books 4 and 5, see CS 012 943-944.
Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($6.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, Class Activities, Classroom Techniques, Grade 1, Grade 2, Learning Activities, Parent Participation, Primary Education, Reading Games, *Reading Instruction, Reading Skills, Teaching Guides, *Vowels
Identifiers—*Diphthongs, Fun

This book provides hands-on activities for grades 1-2 that make phonics instruction easy and fun for teachers and children in the classroom. The book offers methods for practice, reinforcement, and assessment of phonics skills. A poem is used to introduce the phonics element of this book, vowel diphthongs. The poem is duplicated so children can work with it in a variety of ways, such as: personal response (reading the poem aloud and asking the children if they expected the poem's ending); phonemic awareness (reading the poem aloud and having the children listen for a particular diphthong like raising their hands when they hear a word that has the same vowel sound as “how”); sound to letter (writing the poem and having the children circle the diphthongs or make word cards to the words in the poem) and innovation (brainstorm an idea, then write the last two line of the poem on chart paper, leaving blanks for the words, “soil, oil” and “ground). Titles of 13 diphthong subjects include: ”Hide the Bones“ (diphthong ou); ”Help the Owl“ (diphthong ow); ”The Joyville Train“ (diphthong oy); ”Join the Club“ (Diphthong oi); and ”Puzzle Clues“ (Diphthong ew). ”The Family Letter“ can be sent home to encourage families to reinforce what children are learning. Children will also enjoy sharing the ”Take-Home Book.“ Word and Picture cards are drawn from the vocabulary presented in the book and other familiar daily vocabulary. The ”Show What You Know“ page provides children with targeted practice in standardized test-taking skills, using the content presented in the book in the assessment items. (CR)

ED 412 513 CS 012 946
Buehl, Doug
Classroom Strategies for Interactive Learning.
Wisconsin State Reading Association, West Allis.
Report No.—ISBN-1-888714-00-X
Pub Date—1995-00-00
Note—140p.
Available from—Wisconsin State Reading Association, 4809 Sternberg Avenue, Schofield, WI 54476 ($10 plus $2 shipping/handling for each book).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Classroom Techniques, Content Area Reading, Diversity (Student), Elementary Secondary Education, *Instructional Effectiveness, Learning Processes, Learning Strategies, *Student Development, *Teacher Student Relationship, Teaching Guides
Identifiers—Strategic Reading

Intended for teachers, this book highlights 30 popular classroom teaching strategies that can be adapted for students from elementary school through high school and which are appropriate for helping students learn in all content areas. The appeal of these teaching strategies is grounded in their effectiveness in developing students who are active, purposeful, and who become increasingly independent learners. The strategies also provide innovative ideas for teachers working with diverse classrooms and with students who exhibit a variety of learning needs. The first section of the book contains chapters on interactive reading and learning, on guiding thinking through text frames, and setting priorities with fact pyramids. The second section presents the 30 strategies, such as graphic organizers, guided imagery, semantic feature analysis, structured note taking, and story mapping. The third section contains references and diagrams for strategy graphic organizers. (NKA)

ED 412 514 CS 012 947
Johnson, Jessie
Title I Reading Program. Final Evaluation Report 1995-96. Elementary and Secondary Education Act—Title I.
Columbus Public Schools, OH. Dept. of Program Evaluation.
Pub Date—1996-00-00
Note—55p.; Data analysis by Kathy Morgan. For 1996-97 report, see CS 012 950.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Early Intervention, Elementary Education, Elementary School Students, *High Risk Students, *Instructional Effectiveness, Middle Schools, Outcome Based Education, Parent Participation, Program Effectiveness, *Reading Programs, Reading Research, *Remedial Reading, *Small Group Instruction, Urban Education
Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I

A study evaluated the Title I Reading Program that served 5,298 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 76 public elementary schools, 24 public middle schools, and 14 nonpublic schools. Program teachers provided small group instruction to strengthen reading skills in grades 1-8. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. The Metropolitan Achievement Tests, Sixth Edition (MAT6) were administered to grades 3-8 in the spring of 1996. The Metropolitan Achievement Tests, Seventh Edition (MAT7) were administered to grades 1-8 in the spring of 1996. Results indicated that: (1) of the treatment group of 3,783 pupils, 3,534 (93.4%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 3,536 (94.3%) of 3,751 pupils in a treatment group read either 5 or more books at level 8 or above (grade 1) or 10 or more books (grade 2); (3) for aggregate achievement scores in Comprehension in an evaluation sample of 2,839 pupils, the average change score across grades was 6.5 NCE (normal curve equivalent) points; and (4) 4,877 different parents or guardians were involved in one or more parent involvement activities. The following recommendations were made to strengthen the 1996-97 Title I Reading Room: (1) continue the program; (2) ways to improve attendance need to be studies; (3) Federal and State Program Evaluation should monitor record keeping and data collection; and (5) administration and staff should work with program teachers on joint planning. (Contains 16 figures of data.) (RS)

ED 412 515 CS 012 948
Pollock, John S.
Early Literacy Reading Program. Final Evaluation Report 1995-96. Elementary and Secondary Education Act—Title I.
Columbus Public Schools, OH. Dept. of Program Evaluation.
Pub Date—1996-00-00
Note—43p.; Data analysis by Kathy Morgan. For 1996-97 report, see CS 012 951.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, *Early Intervention, Elementary School Students, Emergent Literacy, Grade 1, Grade 2, *High Risk Students, *Instructional Effectiveness, Outcome Based Education, Parent Participation, Primary Education, Program Effectiveness, *Reading Instruction, *Reading Programs, Reading Research, Urban Education, Writing Instruction
Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I

A study evaluated the Early Literacy program that served 2,021 underachieving pupils in grades 1 (1600) and 2 (421) in the Columbus, Ohio, public schools. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without reading instruction. The program featured small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests (MAT7, 1992). Results indicated that: (1) 74% of a treatment group of 1,314 pupils displayed over time each of three strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 1,028 (59.8%) grade 1 pupils read 5 or more books at level 8 or above and 136 (82.4%) grade 2 pupils independently read at least 10 books; (3) in reading comprehension, 80 discontinued grade 2 pupils had normal curve equivalent (NCE) gains of 4.01, with not discontinued pupils (110) lost 8.48 NCEs; and (4) 1,838 different parents or guardians were involved in the program, and 3,986 contacts were made by these individuals. Findings support continuation of the program with consideration given to seven areas of concern. (Contains 13 figures of data.) (RS)

ED 412 516 CS 012 949
Pollock, John S.
Reading Recovery Program. Final Evaluation Report 1995-96. Elementary and Secondary Education Act—Title I.
Columbus Public Schools, OH. Dept. of Program

Evaluation.

Pub Date—1996-00-00

Note—41p.; Data analysis by Kathy Morgan. For 1994-95 report, see ED 386 699; for 1996-97 report, see CS 012 952.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Students, *Grade 1, *High Risk Students, *Instructional Effectiveness, Outcome Based Education, Parent Participation, Primary Education, Program Effectiveness, *Reading Programs, *Remedial Reading, Urban Education

Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I, *Ohio Reading Recovery Program

A study evaluated the effectiveness of the 1995-96 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 67 specially trained teachers serving 497 grade 1 pupils. Data included results of administration of Metropolitan Achievement Tests (MAT7, 1992) and Scott Foresman text reading level testing. The treatment group consisted of the 220 pupils who were either discontinued (129) or received 60 or more lessons but not discontinued (91). Results indicated that (1) of the 220 treatment group pupils, 197 (89.5%) displayed over time each of the 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) of the 190 Reading Comprehension evaluation sample pupils, 14.7% were at the 50th percentile or above and 72.1% were below the 37th percentile; (3) of the 28 pupils who reached the 50th percentile in Reading Comprehension, 16 (57.1%) were discontinued pupils and of the 137 pupils below the 37th percentile, 81 (59.1%) were discontinued pupils; (4) the average normal curve equivalent (NCE) score for the 190 Reading Comprehension evaluation sample pupils on the posttest was 38.6 NCEs, with discontinued pupils (114) having an average score of 39.1 NCEs and not discontinued pupils (76) having an average score of 37.8 NCEs; (5) of the treatment group of 220 pupils, 183 (83.2%) read 5 or more books at text reading level 8 or above (criterion was 50.0%); and (6) a total of 614 different parents or guardians were involved in some way with the program. Findings suggest continuation of the program with attention given to 7 recommendations. (Contains 13 figures of data.) (RS)

ED 412 517 CS 012 950

Johnson, Jessie

Title I Reading Program. Final Evaluation Report 1996-97. Elementary and Secondary Education Act—Title I.

Columbus Public Schools, OH. Dept. of Program Evaluation.

Pub Date—1997-00-00

Note—51p.; Data analysis by Kathy Morgan. For 1995-96 report, see CS 012 947.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Early Intervention, Elementary Education, Elementary School Students, *High Risk Students, *Instructional Effectiveness, Middle Schools, Outcome Based Education, Parent Participation, Program Effectiveness, *Reading Programs, Reading Research, *Remedial Reading, *Small Group Instruction, Urban Education

Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I

A study evaluated the Title 1 Reading Program that served 3,944 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 62 public elementary schools, 22 public middle schools, and 10 nonpublic schools. Program teachers provided small group instruction to strengthen reading skills in grades 1-8. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of the treatment group of 2,782 pupils, 2,452 (88.1%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 2,329 (83.7%) of 2,782 pupils in a treatment group read the requisite number of books for their grade; (3) reading comprehension scores for grades 2, 3, 5, 7, and 8 gained an average of 0.1 NCE for the 1,029 pupils in the evaluation sample; and (4) 7,591 parent contacts were made across activities. Findings support continuation of the program with consideration given to five areas of concern. (Contains 14 figures of data.) (RS)

ED 412 518 CS 012 951

Pollock, John S.

Title I Early Literacy Reading Program. Final Evaluation Report 1996-97. Elementary and Secondary Education Act—Title I.

Columbus Public Schools, OH. Dept. of Program Evaluation.

Pub Date—1997-00-00

Note—37p.; Data analysis by Kathy Morgan. For 1995-96 report, see CS 012 948; for 1994-95 report, see ED 386 698.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, *Early Intervention, Elementary School Students, Emergent Literacy, Grade 1, Grade 2, *High Risk Students, *Instructional Effectiveness, Outcome Based Education, Parent Participation, Primary Education, Program Effectiveness, *Reading Instruction, *Reading Programs, Reading Research, Urban Education, Writing Instruction

Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I

A study evaluated the Title I Early Literacy program that served 1,503 underachieving pupils in grades 1 (1,169) and 2 (334) in the Columbus, Ohio, public schools. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests (MAT7, 1992). Administered on a spring-spring test cycle, the test series served as the pretest and posttest for grade 2 pupils. the spring administration to grade 1 pupils in April, 1996 served as the pretest for grade 2. Results indicated that: (1) 70.3% of a treatment group of 944 pupils displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 382 (53.4%) grade 1 pupils read 5 or more books at level 8 or above and 146 (64.0%) grade 2 pupils independently read at least 5 books at text reading level 15 or above; (3) in reading comprehension, discontinued pupils (61) gained 0.85 normal curve equivalents (NCEs) and not discontinued pupils (97) lost 7.88 NCEs; and (4) parent involvement information showed that 3,728 contact were made with program teachers. Findings support continuation of the program with consideration given to 7 areas of concern. (Contains 10 figures of data.) (RS)

ED 412 519 CS 012 952

Pollock, John S.

Title I Reading Recovery Program. Final Evaluation Report 1996-97. Elementary and Secondary Education Act—Title I.

Columbus Public Schools, OH. Dept. of Program Evaluation.

Pub Date—1997-00-00

Note—29p.; Data analysis by Kathy Morgan. For 1995-96 report, see CS 012 949.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Students, *Grade 1, *High Risk Students, *Instructional Effectiveness, Outcome Based Education, Parent Participation, Primary Education, Program Effectiveness, *Reading Programs, *Remedial Reading, Urban Education

Identifiers—Columbus Public Schools OH, Elementary Secondary Education Act Title I, *Ohio Reading Recovery Program

A study evaluated the effectiveness of the 1996-97 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 58 specially trained teachers serving 470 grade 1 pupils. The treatment group consisted of the 230 pupils who were either discontinued (202) or received 60 or more lessons but not discontinued (28). Results indicated that (1) of the 230 treatment group pupils, 217 (94.3%) displayed over time each of the 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) of the 202 pupils who were discontinued from the Reading Recovery program, 197 had available scores from a benchmark reading assessment administered to all grade 1 pupils in the district, and of those, 173 (87.8%) passed the assessment; (3) of the 28 pupils who were not discontinued but received at least 60 lessons, 24 had available benchmark scores, and of those, 9 (37.5%) passed the benchmark; (4) of the treatment group of 230 pupils, 219 (95.2%) read 5 or more books at text reading level 8 or above (criterion was 75.0%); (5) a total of 1,639 parent contacts were made with program teachers, and average of 3.5 contacts for each pupil served; and (6) the 230 treatment group pupils represented 48.9% of the 470 pupils served, but represented 58.4% of the total number of contacts made with parents or guardians. Findings support continuation of the program with attention given to seven recommendations. (Contains eight figures of data.) (RS)

ED 412 520 CS 012 953

Kameenui, Edward J. Carnine, Douglas W.

Effective Teaching Strategies That Accommodate Diverse Learners.

Report No.—ISBN-0-13-382185-4

Pub Date—1998-00-00

Note—230p.

Available from—Prentice-Hall Inc., Order Processing, P.O. Box 11071, Des Moines, IA 50336-1071 ($38).

Pub Type— Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Diversity (Student), Elementary Education, Mathematics Instruction, Multicultural Education, Reading Instruction, Science Instruction, Social Studies, Student Needs, *Teaching Methods, *Writing Instruction

Identifiers—Learning Environment

This book is about the teaching, instruction, and curricula required to give diverse learners a fighting chance in today's classroom as well as outside the classroom. Guidelines are offered for determining the curricular and instructional priorities in teaching diverse learners, who are typically behind their school-age peers in academic performance and content coverage. In addition, the book describes concrete examples of how six key concepts (big ideas) in reading, mathematics, science, social studies, and writing are taught, scaffolded, integrated, and supported. Chapters in the book are: (1) "Introduction"; (2) "Characteristics of Students with Diverse Learning and Curricular Needs"; (3) "Effective Strategies for Teaching Beginning Reading"; (4) "Effective Strategies for Teaching Writing"; (5) "Effective Strategies for Teaching Mathematics"; (6) "Effective Strategies for Teaching Science"; (7) "Effective Strategies for Teaching Social Studies"; (8) "Modulating Instruction for Language Minority Students"; and (9) "Contextual Issues and Their Influence on Curricular Change." An appendix describes the "big ideas" in beginning reading, math, science, and social studies. (RS)

ED 412 521 CS 012 954

Bromley, Karen D'Angelo

Language Arts: Exploring Connections. Third Edition.

Report No.—ISBN-0-205-26812-9

Pub Date—1998-00-00

Note—543p.; For the Second Edition, see ED

375 403.
Available from—Allyn and Bacon, Order Processing, P.O. Box 11071, Des Moines, IA 50336-1071 ($62).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Childrens Literature, Diversity (Student), Elementary Education, Integrated Curriculum, Language Acquisition, *Language Arts, Thematic Approach, Theory Practice Relationship
Identifiers—Direct Instruction, *Response to Literature, Speaking Writing Relationship, Writing to Learn

This third edition blends current research, theory, and practice in integrating the language arts in kindergarten through grade 6 with the content areas and children's literature. It details the connections between and among the receptive language arts—listening, reading, and viewing—and the expressive arts—speaking and writing. The book discusses and gives a variety of examples of thematic instruction in grades K-6. It presents a balanced view of language arts instruction that focuses on language processes and products. Direct instruction and meaningful, relevant context are advocated as critical to student learning. Chapters in the book are: (1) "Becoming a Language Arts Teacher"; (2) "The Beginnings of Language"; (3) "Diversity in the Classroom"; (4) "Getting Started with Literature"; (5) "Sharing and Responding to Literature"; (6) "Connections: Listening and Reading"; (7) "Listening to Learn"; (8) "Reading to Learn"; (9) "Connections: Speaking and Writing"; (10) "Speaking to Learn"; (11) "Writing to Learn"; (12) "Language Tools: Spelling, Grammar, and Handwriting"; (13) "Connections among the Language Arts"; and (14) "Managing an Integrated Language Arts Program." A 121-item annotated bibliography of children's books (organized into sections on children with various heritages and children with special needs) is attached. (RS)

ED 412 522 CS 012 956

Baskwill, Jane Whitman, Paulette

Every Child Can Read: Strategies and Guidelines for Helping Struggling Readers. Grades 1-6.

Report No.—ISBN-0-590-10389-X
Pub Date—1997-00-00
Note—112p.
Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($10.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Classroom Techniques, Elementary Education, *Reading Difficulties, *Reading Improvement, Reading Material Selection, Reading Motivation, *Reading Strategies, *Remedial Reading, Teacher Influence, Teacher Role

This book offers a framework called Learner Support to help teachers, grades 1-6, identify and support children who need extra help in their reading development. During 15-minute, one-on-one sessions using real literature, teachers learn to help struggling readers use reading strategies, incorporate sight word review, complete cloze procedures, and more. The book's chapters give information on planning and conducting the sessions, specific strategies to use, vignettes of students with various types of reading difficulties, book lists, sample lessons, and assessment checklists. It contains reproducible questionnaires for the teacher, interview forms, a reading log, and a drawing of space organization for a learning center, among others. Contains an 11-section bibliography. (CR)

ED 412 523 CS 012 957

Fair, Jan Melvin, Mary Bantz, Carol Vause, Kate

Kids Are Consumers, Too! Real-World Reading and Language Arts.

Report No.—ISBN-0-201-22227-2
Pub Date—1988-00-00
Note—306p.
Available from—Order Department, Addison-Wesley Longman, 1 Jacob Way, Reading, MA 01867 ($24.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Class Activities, Consumer Education, *Critical Thinking, Curriculum Enrichment, Elementary Secondary Education, *Language Arts, Learning Activities, *Problem Solving, Skill Development, Student Projects
Identifiers—*Consumer Skills

Designed to help youngsters with real-world learning, and with being a smart consumer, this book focuses on having students participate in decisions facing consumers every day. The book contends that this is the best way to help students think critically and solve problems. Activities in the book require students to make consumer decisions related to earning, saving, sharing, and spending money—along with decisions related to health, safety, and general well-being. The book's purpose is to provide teachers with an extensive collection of ideas and materials that will make the reading and language arts curriculum "real." The book is divided into the following parts: Skill Area Activities (reading, writing, and listening and speaking); Application Activities (restaurants, stores, and supermarkets; careers, jobs, and chores; entertainment and leisure time; holidays and special occasions; and projects); Suggestions for Using This Book (tips for teachers; and materials and resources). (NKA)

ED 412 524 CS 012 958

Braunger, Jane Lewis, Jan Patricia

Building a Knowledge Base in Reading.

Northwest Regional Educational Lab., Portland, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-10-00
Contract—RJ96006501
Note—121p.; Copublished with the National Council of Teachers of English and the International Reading Association.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Cultural Differences, Elementary Education, *Emergent Literacy, *Language Acquisition, Literature Reviews, *Reading Processes, *Reading Research, Reading Writing Relationship, Social Influences, Student Evaluation, Teacher Role, Teaching Methods
Identifiers—Phonemic Awareness

Using the terms "literacy" and "reading" interchangeably, this monograph is intended to provide a research baseline for teachers, policymakers, decisionmakers and other interested persons to consider in helping all children meet today's higher literacy standards. The introductory section of the monograph presents a statement of purpose and discusses a higher stakes literacy, bringing more students to higher literacy levels, core understandings about learning to read, defining reading, and what counts as knowledge about beginning reading. The next section addresses basic understandings of acquiring and developing language, as well as the importance of family in emergent literacy. The next section discusses factors that influence literacy learning such as cultural differences, poverty, English language acquisition, special needs, and implications for struggling readers. The last section of the monograph distills the current knowledge base about beginning reading into 13 core understandings with sample classroom applications, including: (1) reading is a construction of meaning from text; (2) social interaction is essential in learning to read; (3) reading and writing develop together; (4) reading involves complex thinking; (5) engagement in reading is key in successfully learning to read; (6) children develop phonemic awareness through a variety of literacy opportunities, models, and demonstrations; (7) children learn best when teachers employ a variety of strategies to model reading; and (8) monitoring students' development of reading processes is vital. A concluding section discusses what helps children learn to read, what can hinder children in learning to read, and roles and responsibilities for supporting all children to reach high levels of literacy. A bibliography of approximately 600 items is attached. (RS)

ED 412 525 CS 012 959

Davis, Deborah Lewis, Jan Patricia

Tips for Parents about Reading: Information and Ideas for Helping Children through Grade Eight Succeed with Reading.

Northwest Regional Educational Lab., Portland, OR.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-10-00
Contract—S283A50041
Note—28p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Childrens Literature, Developmental Stages, Early Childhood Education, Elementary Education, Language Acquisition, *Parent Student Relationship, *Reading Improvement, *Reading Processes
Identifiers—*Trade Books

Noting that all parents want the best school experience for their children, this booklet gives parents some ideas about what to expect at different ages and stages of reading development, suggestions for what parents can do at home, and a list of favorite books parents can find in most libraries for parents and children to read. Sections of the booklet discuss three important things parents should keep in mind, reading as language, reading as learning language, and 13 "understandings" about reading. The booklet then discusses what to expect at various stages of development: infants and toddlers, pre-K through first graders, second and third graders, fourth and fifth graders, and sixth through eighth graders. In addition to what to expect at each of these levels, the booklet lists things parents can do and some favorite children's books. Contains 14 resources for parents and 15 references. Also listed are 23 more books that kids love. (RS)

ED 412 526 CS 012 960

Gaskins, Robert W. Jones, Deneese L.

Developing Proficient Readers.

Kentucky Univ., Lexington. Inst. on Education Reform.
Report No. —UKERA-0001
Pub Date—1992-00-00
Note—26p.
Available from—Institute on Education Reform, 101 Taylor Education Building, Lexington, KY 40506.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, Elementary Education, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Motivation, Reading Strategies, Student Evaluation, Teaching Methods, Vocabulary Development
Identifiers—Kentucky, Strategic Reading

Prepared as part of the Extended School Services Program in Kentucky, this paper provides information on how to help students become more proficient readers. The paper begins with a discussion of what reading is, the characteristics of a "good" reader (strategic, motivated, and independent), and beginning readers. It then discusses a few basic principles of teaching that should run through all instruction: modeling, scaffolded instruction, discussing the what, how, why, and when of each strategy, and caring. The next 4 sections of the paper addresses specific instructional strategies for beginning reading, vocabulary, comprehension of narrative texts (stories), and comprehension of informational texts and study skills. In each of these four sections, the paper discusses the purposes and procedures for each strategy or activity described. The paper concludes with a discussion of evaluating student progress. (Contains 26 references.) (RS)

ED 412 527 CS 012 961

Sanacore, Joseph

Student Diversity and Learning Needs. ERIC Digest.

ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. —EDO-CS-97-08
Pub Date—1997-00-00
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Diversity (Student), Elementary Secondary Education, High Risk Students, *Inclusive Schools, *Language Arts, *Literacy, Mainstreaming, Special Needs Students, *Student Needs, Teacher Role, Team Teaching, Volunteers
Identifiers—Educational Issues, ERIC Digests, *Instructional Support, *Learning Environments

To successfully reach out to a diversity of learners requires substantial support. The Digest addresses some sources of support intended as a complement to and a scaffold for teachers and administrators who experiment with different ways of meeting a diversity of learning needs. It highlights ways in which classroom teachers and learning center teachers can provide curricular congruence in language arts instruction. Similar to the intent of Curricular Congruence is the changing role of the special education teacher serving as a team teacher. This inclusionary perspective helps learners with mild, moderate, and severe disabilities to be successful in the heterogeneous classroom. An important source of support for students and teachers are parent volunteers and teacher aides, especially when they are surveyed first as to the type of help they can provide. The Digest also argues for literacy-rich classrooms and flexible technological resources, especially for disabled learners. (NKA)

ED 412 528 CS 215 982

Hurst, Carol Otis

Once upon a Time... An Encyclopedia for Successfully Using Literature with Young Children.

Report No.—ISBN-1-55924-324-4
Pub Date—1990-00-00
Note—370p.; "With Margaret Sullivan Ahearn, Leslie Jacquelin Clark, Lynn Otis Palmer, and James Neill Yvon."
Available from—SRA-McGraw Hill, 220 Danieldale Road, DeSoto, TX 75115 ($69).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Authors, *Childrens Literature, Class Activities, Picture Books, Primary Education, *Reading Material Selection, *Thematic Approach, *Young Children
Identifiers—Trade Books

Intended to increase the choices available for teachers and children in the classroom, this book helps teachers deal with the ever burgeoning field of children's books. The first section of the book presents studies of more than 40 authors and illustrators whose major contributions have been to young children's literature. The studies in this section of the book include information about those people's lives, their works and awards, classroom activities, and, when possible, photographs and addresses where they can be reached. The next section of the book presents descriptions of 14 picture books along with activities, other books, and activities for those other books. The next section presents 33 themes on a variety of subjects, such as accidents, cats, art and artists, clothing, farms, friendship, nursery rhymes, snow, trees, and word play, through which teachers can bring works of fiction and nonfiction to the attention of young readers. The last section presents annotated lists of books by categories, a calendar of birthdays of authors and illustrators, ideas for literature displays, a list of publishers and their addresses, and an index. (RS)

ED 412 529 CS 215 983

Hurst, Carol Otis Ahearn, Margaret Sullivan Clark, Leslie Jacquelin Palmer, Lynn Otis

Long Ago and Far Away... An Encyclopedia for Successfully Using Literature with Intermediate Readers.

Report No.—ISBN-1-55924-556-5
Pub Date—1991-00-00
Note—336p.
Available from—SRA-McGraw Hill, 220 Danieldale Road, DeSoto, TX 75115 ($69).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Authors, *Childrens Literature, Class Activities, Intermediate Grades, Novels, *Reading Material Selection, *Thematic Approach
Identifiers—Trade Books

Intended to increase the choices available for teachers and children in the classroom, this book helps teachers deal with the ever burgeoning field of children's books. The first section of the book presents 29 themes on a variety of subjects, such as cats, folklore, money and business, Native Americans, science fiction, sports, villains, and World War II, through which teachers can bring works of fiction and nonfiction to the attention of young readers. The following section presents summaries of 77 children's books and activities, things to talk about, and related books for each of the books. The next section of the book presents studies of more than 40 authors and illustrators whose major contributions have been to young children's literature—these studies include information about those people's lives, their works and awards, and, when possible, photographs and addresses where they can be reached. The last section presents annotated lists of books by categories, a calendar of birthdays of authors and illustrators, writing techniques, a list of publishers and their addresses, and an index. (RS)

ED 412 530 CS 215 993

Sreenivasan, Jyotsna

Aruna's Journeys [and] Study Guide.

Report No.—ISBN-0-9619401-7-4
Pub Date—1997-00-00
Note—155p.; Illustrated by Merryl Winstein.
Available from—Smooth Stone Press, P.O. Box 19875, St. Louis, MO 63144 (novel $6.95; study guide: $3.50; plus $2 shipping for the first 2 items).
Pub Type— Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Childrens Literature, *Cultural Context, *Cultural Differences, Feminism, Foreign Countries, Individual Development, Intermediate Grades, Junior High Schools, Novels, *Preadolescents, *Self Concept, Teaching Guides, Traditionalism
Identifiers—*Arunas Journeys, India, *Indian Americans, Response to Literature

This novel is one of only a very few available that deals with Indian-American children—a rapidly growing population, especially in urban areas like New York, Los Angeles (California), San Francisco (California), Chicago (Illinois), and Toronto (Canada). The novel tells the story of an opinionated 11-year-old girl who lives in Ohio, likes to collect rocks and longs for a best friend at her new school; however, as an Indian American she looks "foreign" and hates it. The novel recounts Aruna's journey to self-acceptance. It tells about her summer trip to India and the two aunts she encounters there, one following a traditional path of an arranged marriage and another who is a feminist activist who wants to go to graduate school. The novel teaches the reader about Indian customs and traditions and portrays positive female role models that are often missing in literature for young readers. But it also offers insights into what any child who is different or who comes from two worlds has to go through to fit in, especially in the school milieu. The study guide for the multicultural novel is designed to be used by teachers and/or parents, to help children understand better the themes of the novel. Each of the six lessons is divided into three parts. The "Questions" section makes sure that the children have read the chapters and understand the story line. The "Discussion Items" section offers suggestions for topics to talk about with the class—not focusing on right or wrong answers, but on getting the children to listen to each other's ideas and react to them. The "Activities" section suggests assignments that students can do on their own—mostly writing activities, but also including drawing, interviewing, and library research activities. The guide aims to help children develop a love of reading, as well as a curiosity and thoughtfulness about the world around them. (NKA)

ED 412 531 CS 215 995

Sreenivasan, Jyotsna

The Moon over Crete [and] Study Guide.

Report No.—ISBN-0-9619401-6-6
Pub Date—1996-00-00
Note—154p.; Illustrated by Sim Gellman.
Available from—Smooth Stone Press, P.O. Box 19875, St. Louis, MO 63144 (novel: $6.95, study guide: $3.50; plus $2 shipping for the first 2 items).
Pub Type— Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Archaeology, Childrens Literature, Civil Rights, *Feminism, Foreign Countries, *Greek Civilization, Intermediate Grades, *Novels, Preadolescents, *Self Esteem, *Sex Role, Teaching Guides
Identifiers—*Greece (Crete), *Moon Over Crete (The), Response to Literature, Time Travel

Intended for preadolescents, this novel can serve as an antidote to the well-documented sexism girls encounter as they struggle with questions of self-esteem. It tells the story of 11-year-old Lily, harassed by a boy at school, but with a distinct advantage in that her flute teacher is a time traveler. In the novel, Lily travels back 3,500 years to ancient Crete where she discovers that men and women were equal, and where she feels at home in the culture right away. The novel relates Lily's adventures in Crete and how she goes about getting an audience with the queen, incorporating the art, archaeology, and unisex customs of ancient Crete to create a believable fantasy adventure. The study guide is designed to be used by teachers and/or parents to help children better understand the themes of the novel. Each of the six lessons is divided into three parts. The "Questions" section makes sure the children have read the chapters and understand the storyline. The "Discussion Items" section gives suggestions for topics to talk about with the class—not focusing on right or wrong answers, but on getting children to listen to each other's ideas and react to them. The "Activities" section suggest assignments that students can do on their own—mostly writing activities, but also including drawing, interviewing, and library research activities. The guide aims to help children develop a love of reading, as well as a curiosity and thoughtfulness about the world around them. (NKA)

ED 412 532 CS 216 001

Wiener, Roberta B. Cohen, Judith H.

Literacy Portfolios: Using Assessment To Guide Instruction.

Report No.—ISBN-0-02-427472-0
Pub Date—1997-00-00
Note—366p.
Available from—Merrill Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($30).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, Elementary Education, Higher Education, *Literacy, Performance Based Assessment, *Portfolio Assessment, Portfolios (Background Materials), Reading Instruction, *Student Evaluation,

Teacher Attitudes, Teacher Education, Writing Instruction

Identifiers—Alternative Assessment, *Authentic Assessment

Assessing literacy strategies through collected works, reading logs, journal writings, other language activities, and informal testing, this book provides preservice teachers a firm grounding in the theory of literacy portfolios as part of authentic assessment strategies and provides guidelines of creating and using literacy portfolios successfully in classrooms. Chapters in the book are: (1) Introducing Portfolio Practice; (2) Changing Views of Literacy; (3) Observing Authentic Literacy Practices; (4) Surveying Portfolio Use in Authentic Literacy Classrooms; (5) Exploring Authentic Assessment Opportunities; (6) Introducing the Literacy Assessment Portfolio; (7) Using the Literacy Assessment Portfolio to Assess and Guide Reading Instruction; (8) Using the Literacy Assessment Portfolio to Assess and Guide Writing Instruction; (9) Conferencing and Reporting with the Literacy Assessment Portfolio; (10) Implementing Authentic Literacy Assessment in the Classroom, School, and School District; (11) Using Portfolios with Students Who Have Learning and Behavioral-Emotional Problems; and (12) Using Portfolios with Language Minority Students. The book concludes with examples of teacher reflections, the use of portfolios in a first-grade classroom and a gifted classroom, and the use of an administrator's perspective. (RS)

ED 412 533 CS 216 003

Wolf, Joan M.

The Beanstalk and Beyond: Developing Critical Thinking through Fairy Tales.

Report No.—ISBN-1-56308-482-1

Pub Date—1997-00-00

Note—145p.

Available from—Teacher Ideas Press, P.O. Box 6633, Englewood, CO 80155-6633 ($18.50).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, *Creative Writing, *Critical Thinking, *Fairy Tales, Intermediate Grades, Junior High Schools, Learning Strategies, Middle Schools, *Problem Solving, Reading Instruction, Student Development, Student Projects, Teaching Guides, *Thinking Skills

Identifiers—Learning Environment

Intended for teachers of grades 4-8, this book presents a method of developing critical thinking skills through fairy tales. The book shows educators how to use popular fairy tales and fairy tale characters to help students develop problem solving abilities, critical thinking skills, and writing proficiency. It gives a multitude of activities, adaptable to virtually any fairy tale in almost any learning environment, challenging students to move beyond the simplistic study of fairy tales to develop in-depth comprehension. The book's chapters cover characterization, perspective, and story creation. The book also provides extensive guidelines for projects—what materials are needed, how long the project will take, and skill levels that are covered. The book gives a variety of warm-up exercises to help students prepare for lengthier projects, which can be modified for a variety of learning levels. Contains a list of 110 fairy tales divided into categories including traditional, contemporary, and multicultural fairy tales and others. (CR)

ED 412 534 CS 216 005

Bamford, Rosemary A., Ed. Kristo, Janice V., Ed.

Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8.

Report No.—ISBN-0-926842-67-6

Pub Date—1998-00-00

Note—372p.

Available from—Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062 ($32.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Childrens Literature, Elementary Education, Emergent Literacy, Mathematics Instruction, Middle Schools, *Nonfiction, Reading Aloud to Others, *Reading Material Selection, Science Instruction, Social Studies, Writing Instruction

Identifiers—*Information Books, Orbis Pictus Book Award, Response to Literature

Noting that nonfiction literature for children is plentiful, this book presents 16 essays by educators who write about selecting and sharing the best in nonfiction with elementary and middle school students. The ideas in the book progress from trends in nonfiction, criteria for selection, and nonfiction in specific curricular areas to use in the classroom. Chapters in the book are: (1) "Nonfiction Books for Children: New Directions, New Challenges" (Susan Hepler); (2) "Choosing Quality Nonfiction Literature: Examining Aspects of Accuracy and Organization" (Rosemary A. Bamford and Janice V. Kristo); (3) "Choosing Quality Nonfiction Literature: Examining Aspects of Writing Style" (Amy A. McClure); (4) "Choosing Quality Nonfiction Literature: Features for Accessing and Visualizing Information" (Richard M. Kerper); (5) "Choosing Quality Nonfiction Literature: Aspects of Selection for Emergent Readers" (Paula Moore); (6) "It's More Than Dates and Places: How Nonfiction Contributes to Understanding Social Studies" (Myra Zarnowski); (7) "Evaluating and Using Nonfiction Literature in the Science Curriculum" (Anthony D. Fredericks); (8) "Mathematical Learning and Exploration in Nonfiction Literature" (Sandra Wilde); (9) "Creating Possibilities, Deepening Appreciation: Nonfiction Literature to Study the Arts" (Barbara Kiefer); (10) "Using Read-Aloud to Explore the Layers of Nonfiction" (Sylvia M. Vardell); (11) "Writing Nonfiction: Helping Students Teach Others What They Know" (Yvonne Siu-Runyan); (12) "To Fling My Arms Wide: Students Learning about the World through Nonfiction" (Linda S. Levstik); (13) "Nonfiction Books: Naturals for the Primary Level" (Carol Avery); (14) "Nonfiction Literature as the 'Text' of My Intermediate Classroom: That's a Fact" (Donna Maxim); and (15) "Big Stuff at the Middle Level: The Real World, Real Reading, and Right Action" (Jeffrey D. Wilhelm). The book concludes with a selection of 11 response guides for notable nonfiction books; an annotated bibliography of Orbis Pictus Book Award-Winners, Honor Books, and Notable Books; and a bibliography of all children's books cited throughout the book. (RS)

ED 412 535 CS 216 008

Ryan, Patrick

Elements of Style and an Advanced ESL Student: The Case of Jun Shan Zhang.

Pub Date—1995-09-28

Note—9p.; Paper presented at the International Writing Conference (2nd, St. Louis, MO, September 27-30, 1995).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *English for Special Purposes, *Foreign Students, Higher Education, *Writing Improvement, *Writing Instruction, *Writing Processes, Writing Research, Writing Skills, Writing Strategies

Identifiers—Chinese People, *Stylistics, University of Iowa

Despite educators' efforts to understand the process of composition, writing remains a mercurial process difficult to see or describe, even partially. Writing is a process even more difficult to grasp when the writer is possessed of a language—Chinese, for example—and must rely on that language to take possession of and write in a second language, English. Writing teachers have found that attention to invention, organization, development, and other more global aspects of the writing process helps writers better express themselves in their own voices—whereas a narrow focus on editing and sentence revision often constrains or stifles writers. Jun Shan Zhang came from China to the University of Iowa's writing center highly motivated to write better English, because he hoped to pursue an international career researching and publishing articles on Paleolithic hunters in Asia, America, and Europe. As an anthropologist developing his professional style, Jun Shan offers important insight into the question of the relative value of voice versus specific purpose. After study at the writing center, Jun Shan exhibited increased mastery of subordination and coordination as well as a remarkable ease with participial phrases, a stylistic device somewhat difficult for Asian language students to master. (CR)

ED 412 536 CS 216 010

Spencer, Stephen

Preconceptions and Misconceptions of Teaching Composition to the Incarcerated.

Pub Date—1997-03-00

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Classroom Environment, College Curriculum, *Correctional Education, Correctional Institutions, Higher Education, *Institutional Environment, *Prisoners, *Student Needs, *Student Reaction, Teacher Student Relationship, Writing Instruction

Identifiers—Liberatory Learning

The prison college classroom exists in an environment cut off from the outside world, where the debate over the prison classroom's very existence is fueled by public perceptions and media-generated ideas. The violent Lucasville riots in Ohio in 1994 are fresh in the minds of the public, and movies like "Shawshank Redemption" and "Natural Born Killers" distort prison life. Certain family patterns emerge, however, among incarcerated individuals: parental violence, sexual exploitation, abandonment, and lack of love; 19% of prisoners have less than an eighth-grade education, 78% did not graduate from high school. Inmates' academic skills may be lower than students in colleges on the outside. While the students have little academic background, they are often eager and responsive. Dialogic education, in which cooperation, unity, and cultural synthesis lead to critical consciousness, finds rich soil in a prison education system. Paulo Freire's liberatory pedagogy may help to understand incarcerated students. In seeking to liberate students, a composition classroom is a place where students come to see the world of oppression and commit themselves to its transformation. Unfortunately, the public will accept vocational/technical training for the incarcerated, but not liberal arts education. In Ohio and other states, since the elimination of Pell funding for prisoners and the tough-on-crime stance of politicians, many voices continue to insist that college programs in prisons be eliminated altogether. (Contains 17 references.) (CR)

ED 412 537 CS 216 011

Brandt, Deborah

The Sponsors of Literacy. Report Series 7.12.

National Research Center on English Learning and Achievement, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R305A60005

Note—30p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Cultural Context, Educational Trends, Educationally Disadvantaged, Higher Education, *Literacy, *Mentors, Reading Skills, Social Differences, Social Environment, Social Influences, Writing Skills, Writing Teachers

Identifiers—*Literacy as a Social Process, *Sponsors

Intuitively, "sponsors" seems a fitting term for the figures who turned up most typically in people's memories of literacy learning: older relatives, teachers, priests, supervisors, military officers, editors, influential authors. The concept of sponsors helps to explain a range of human relationships and ideological pressures that turn up at the scenes of literacy learning. The focus on sponsorship can force a more explicit and substantive link between literacy learning and systems of opportunities and access. For example, the experiences of Raymond Branch and Dora Lopez are a study in contrasts in sponsorship patterns and access to literacy. Branch enjoyed majority-race membership, male gender, and high-end socioeconomic family profile. A university town in the 1970s and 1980s provided an information-and-resource rich learning environment for him to pursue his literacy development. Lopez, a female member of a culturally unsubsidized ethnic minority in the same town at the same time, was information and resource poor. The analysis of sponsorship forces educators to consider not merely how one social group's literacy practices may differ from another's, but how everybody's literacy practices are operating in different economics, which supply different access routes, different degrees of sponsoring power, and different scales of monetary worth to the practices in use. Teachers of writing, neither rich nor powerful enough to sponsor literacy on their own terms, serve instead as conflicted brokers between literacy's buyers and sellers. (Contains 24 references.) (CR)

ED 412 538 CS 216 014

West, Mark

Trust Your Children: Voices against Censorship in Children's Literature. Second Edition.

Report No.—ISBN-1-55570-251-1
Pub Date—1997-00-00
Note—255p.
Available from—Neal-Schuman Publishers, Inc., 100 Varick Street, New York, NY 10013-1506 ($29.95).
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Activism, *Adolescent Literature, Authors, *Censorship, *Childrens Literature, Community Organizations, Elementary Secondary Education, *Freedom of Speech, Intellectual Freedom, Interviews, Libraries, Moral Issues, Political Issues, Publishing Industry, *Reading Material Selection, Recreational Reading
Identifiers—Controversy, Religious Fundamentalism, *Trade Books

This book finds that although censorship of children's literature is currently more prevalent than ever, protest tactics have changed—in the 1990s the censors are more organized and while sexuality is still a concern, books are now attacked for being "Satanic," "anti-family," and "un-Christian." The book interviews authors of censored books, as well as publishers and intellectual freedom advocates who speak out against censorship. Authors interviewed are: Katherine Paterson, Phyllis Reynolds Naylor, Gail E. Haley, Meredith Tax, David Bradley, Judy Blume, Norma Klein, Robert Cormier, Betty Miles, Harry Mazer, Nat Hentoff, Roald Dahl, Daniel Keyes, Maurice Sendak, and John Steptoe. Publishers interviewed are: Richard Jackson, Phyllis J. Fogelman, and Stephen Roxburgh. Anticensorship activists interviewed are: Elizabeth Briscoe-Wilson, Joyce Meskis, Judith F. Krug, Leanne Katz, Barbara Parker, Amy A. McClure, and Timothy B. Dyk. Activists cited in the book include librarians, booksellers, and educators. (NKA)

ED 412 539 CS 216 019

Pezzulich, Evelyn

Diversity in the Canon and the Composition Class: Rethinking the Role of Literature in the Writing Classroom.

Pub Date—1997-10-24
Note—14p.; Paper presented at Bristol Community College's Annual Conference on the Teaching of Writing (12th, Fall River, MA, October 24, 1997).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Cultural Pluralism, Higher Education, *Instructional Innovation, Minority Group Children, Teaching Methods, Whole Language Approach, *Writing (Composition), *Writing Instruction, Writing Teachers
Identifiers—*Composition Literature Relationship, Literary Canon, Paradigm Shifts, *Process Approach (Writing)

Writing teachers are currently faced with another paradigm shift. Some 25 years ago, a fledgling field of composition studies advocated the switch from a traditional product view to a process view of teaching writing. Recently, new studies and books are emerging which critique this view as insufficient. The pragmatic view of writing instruction uses the process view as its foundation and builds on it by increasing the emphasis on the social aspects of writing. It also advances a whole-language approach to teaching. In conjunction with this paradigm shift, several other pedagogical movements are afoot, including becoming aware of cultural diversity both within the literary canon and the classroom. Yet another issue concerns whether literary text should be used in the composition classroom. Inclusion of literary texts in the classroom that model the move from silence toward language, especially by marginalized characters, are important in promoting a liberal education that seeks to empower similarly silenced and marginalized students. (Contains six references.) (CR)

ED 412 540 CS 216 020

Thornton, Tamara Plakins

Handwriting in America: A Cultural History.

Report No.—ISBN-0-300-06477-2
Pub Date—1996-00-00
Note—258p.
Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520 ($30).
Pub Type— Books (010) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—*Cultural Context, Educational History, Elementary Education, *Handwriting, Personality, *Self Expression, Sex Differences, *Social History, *United States History
Identifiers—*Cultural Studies, Palmer Handwriting Method

This book, a history of handwriting in America ranging from colonial times to the present, explores the shifting functions and meanings of handwriting in this country. Script emerged in the 18th century as a medium intimately associated with the self, in contrast to the impersonality of print. Just what kind of self would be defined or revealed in script was debated in the context of changing economic and social realities, definitions of manhood and womanhood, and concepts of mind and body. The parties to these disputes were writing masters who used penmanship training to form and discipline students' character, scientific experts who chalked up variations in script to mere physiological idiosyncrasy, and autograph collectors and handwriting analysts who celebrated signatures that broke copybook rules as marks of personality, revealing the uniqueness of the self. There is extensive material in the book on America's handwriting instructors, including A.N. Palmer, whose method, developed in the 1880s, endured in schools for so many years—Palmer initially pushed his method as a "plain and rapid style...adapted to the rush of business." The book concludes that, in current times, when handwriting skills seem altogether obsolete and are not even taught in many schools, calligraphy revivals and calls for old-fashioned penmanship training reflect nostalgia and the rejection of modernity. (NKA)

ED 412 541 CS 216 021

Hale, Constance, Ed.

Wired Style: Principles of English Usage in the Digital Age.

Report No.—ISBN-1-888869-01-1
Pub Date—1996-00-00
Note—177p.; From the Editors of "Wired."
Available from—HardWired, 520 Third Street, Fourth Floor, San Francisco, CA 94107 ($9.95).
Pub Type— Books (010) — Guides - General (050) — Reference Materials - General (130)
Document Not Available from EDRS.
Descriptors—*Audience Awareness, Computer Literacy, Dictionaries, Electronic Mail, Electronic Publishing, *Electronic Text, *English, Internet, *Language Usage, Online Systems, *Word Processing
Identifiers—*Computer Assisted Writing, Stylistics, Technology Integration, Voice (Rhetoric), Writing Contexts, *Writing Style

Not intended to replace traditional style and grammar manuals, this manual digs into questions that the "Chicago Manual of Style," the "AP Guide," and "Strunk and White" do not even imagine—it aims to give the user a feel for the new language that is evolving in the digital age. The manual might be considered an experiment in nonlinear, networked editing. It is the result of discussion among "Wired's" editors which are guided by actual usage, not rules. Some of the questions the manual answers are: "When does jargon end and vernacular begin?"; "Where's the line between neologism and hype?"; "What's the language of the global village?"; "How can writers keep pace with technology without getting bogged down in empty acronyms?"; and "How can writers write about machines without losing a sense of humanity and poetry?" The entries in the manual reflect a fascination with science and technology and the lexicons evolving out of those worlds. Not all entries will be useful to those writing for a different audience, but the underlying principles still apply no matter what community the user is writing for. The manual concludes with a chapter on acronyms used online and the most frequently asked questions about e-mail style. (NKA)

ED 412 542 CS 216 022

Rhodes, Barbara C.

TA Training: The Process of Becoming.

Pub Date—1997-03-00
Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, English Instruction, *Freshman Composition, Higher Education, Instructional Effectiveness, *Teaching Assistants, Training Methods, Training Objectives
Identifiers—*Central Missouri State University

The purpose of having Teaching Assistants (TAs) seems to be 3-fold: (1) to provide a system of load-relief for senior faculty who are completing research; (2) to help offset the operational costs of the administration of higher education; and (3) to regularly train a body of people who will influence the future face of academia. A positive experience for the TA enhances the reputation of particular departments and institutions which then becomes a built-in recruitment tool. The TAs' value to the university depends essentially on their training; the training must be meaningful and focused and valued for its commitment to teaching well. The philosophy of the Department of English and Philosophy at Central Missouri State University is to model for the TAs as many different authentic scenarios as possible and have TAs come into their own style and method of getting the same information across to the students with positive results. For example, each August before the start of school, the Director of Freshman Composition (supervisor of TAs) conducts a syllabus workshop which centers on: the text, the syllabus, the scheduling of assignments, the first few days, and includes collaboration in working out the first four weeks of a syllabus. Funding for TAs to present conference papers and salary considerations are also discussed. The best of all worlds is when TAs can work collaboratively with their supervisor in the process of becoming educators of merit. (CR)

ED 412 543 CS 216 023

Longo, Bernadette

Notes from Underground: Technical Writing and the Hermetic Tradition in Agricola's "De Re Metallica.".

Pub Date—1997-03-00

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Context, Engineering, Metallurgy, Mining, *Technical Writing, Writing Attitudes, *Writing for Publication, Writing Processes

Identifiers—Magic, *Sixteenth Century

The roots of technical writing are deeply planted in the field of mining engineering, with its emphasis on economics, value, and social stability. In the mid-16th century, Georgius Agricola published "De Re Metallica," a compilation of knowledge about mining and metallurgy. Agricola sought to explain the reasoning behind some of the recipes for manipulating nature that he had taken from textual sources. In the 16th century, magic included all practices based on experiential knowledge which sought to manipulate nature. According to this formulation, Hermetic knowledge contained in books of secrets certainly was magical and knowledge about the physical world gained from practical experience, like that of mining and metallurgy, could also be considered magical. Agricola's introduction to "De Re Metallica" also worked to differentiate his text from books of secrets. Instead of recounting how the information contained in the book was revealed to him in a personal encounter with a god—a generic literary device for giving books of secrets their authority—Agricola built the authority for his text on his own experience and that of people to whom he had talked and whose texts he had read. Agricola was one in a string of writers who compiled useful information into handbooks after the development of the printing press made these compilations profitable for press owners, publishers, and writers. Many people benefitted from such knowledge. (Contains 6 references.) (CR)

ED 412 544 CS 216 024

Freppon, Penny A.

When Authors Go To Sleep They Wake up in the Morning and They Write about It: A Report on Young Children's Writing in Whole Language Instruction.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-03-00

Contract—R117E10261-91

Note—37p.; Research also supported by the University of Cincinnati Research Council. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Students, Case Studies, *Childrens Writing, Classroom Research, Grade 2, Low Income, Primary Education, *Reading Writing Relationship, Student Attitudes, Urban Education, *Whole Language Approach, Writing Achievement, *Writing Attitudes, Writing Improvement, Writing Research

Identifiers—African Americans, Descriptive Research

A 1-year investigation of writing took place in an urban second grade and focused on three low-income African American children with different reading abilities in their third year of whole language instruction. Data collection included written artifacts, structured interviews at the beginning and end of the school year, and field notes. Artifacts revealed the ways the children structured their texts and used written language features. What children wrote also captured information about the connection between writing and their intellectual and social lives. Interview data focused on gaining understanding about how these children saw themselves as writers and what they know about writing itself. Findings indicated that all three children experienced growth as writers in this teacher's classroom. Individual differences in reading made a difference in the writing they produced. However, the writing of less and more proficient children did not differ greatly. Results also demonstrated that these children were highly engaged and courageous writers. This finding cuts across ability with no differences among the three children. The data studied indicated that writing was a rich source of social and intellectual stimulation that gave rise to literate thinking and action. (Contains 54 references; appendixes contain rubrics for text structures and written language characteristics, and the interview questions.) (Author/RS)

ED 412 545 CS 216 025

Reigstad, Tom

I Search, You Search, We All Search for I-Search: Research Alternative Works for Advanced Writers, Too.

Pub Date—1997-11-00

Note—5p.

Journal Cit—Composition Chronicle: Newsletter for Writing Teachers; v10 n7 p4-7 Nov 1997

Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Higher Education, Instructional Improvement, Learning Strategies, *Research Papers (Students), Teaching Methods, Writing Instruction, Writing Processes, *Writing Strategies

Identifiers—*I Search, Writing Contexts

Offering advanced writers the opportunity to present their research findings in the form of an I-Search paper yields a more enriching experience for them and a better "read" for their audience. In the past 2 years, students in upper-level undergraduate courses—like Advanced Composition and Teaching and Evaluating Writing and graduate courses such as The Teaching of Writing and a seminar on Mark Twain—have been encouraged to explore a personal area of interest in-depth and produce a major semester-long writing project known as an I-Search paper. Unlike a typical research paper which focuses mostly on reporting just the results of research from an analytical, objective narrative point-of-view, the I-Search paper requires students to carefully consider and document their research and writing processes as well as their ultimate findings and to tell the story of the entire search—including the results—in a personal, first-person voice. While research paper traditionalists might be persuaded that "the story of the search" plays a role in reporting, they would expect to see evidence of research. The I-Search paper does not disappoint. More often than not, the closing section of I-Search papers tell eloquently and revealingly of the writer's findings. (Contains three figures and four references.) (CR)

ED 412 546 CS 216 027

Oglan, Gerald R.

Parents, Learning, and Whole Language Classrooms.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-3495-5

Pub Date—1997-00-00

Note—116p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 34955; $9.95 members; $12.95 nonmembers).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Conventional Instruction, Educational Change, Elementary Education, *Language Arts, *Language Experience Approach, Learning, Learning Activities, *Parent Participation, *Parent Role, Parent Student Relationship, *Parent Teacher Cooperation, *Whole Language Approach

Identifiers—*Learning Environment, Reform Efforts

This book aims to help teachers who are committed to whole language principles explain the philosophy to their students' parents. It addresses the concerns of parents who most likely grew up in a traditional, teacher-centered educational system, and who therefore might be unfamiliar with a whole language approach to language arts. Drawing on work by noted educators including Constance Weaver and Kenneth Goodman, the book proposes to demystify whole language, explaining practices such as invented spelling and writing process. Exercises and activities that involve parents in their children's learning are demonstrated, using parent-teacher groups. The book encourages teachers and parents to recognize each other as partners in children's education. It contains generous examples of parents' writing, detailing their interest and support of whole language. The book closes with a chapter on educational reform—the recent standards movement—which supports the position that parents must be viewed as learners and must be brought into the education system in an active way. (NKA)

ED 412 547 CS 216 028

Allington, Richard L. Woodside-Jiron, Haley

Adequacy of a Program of Research and of a "Research Synthesis" in Shaping Educational Policy.

National Research Center on English Learning and Achievement, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R305A60005

Note—29p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agenda Setting, *Curriculum Development, Early Childhood Education, *Educational Policy, *Educational Research, Elementary Education, Language Arts, Learning Disabilities, *Literacy, Reading Difficulties, Research Utilization

Identifiers—California, Curriculum Emphases, Educational Issues, New York, *Research Results, *Research Synthesis, Texas, Wisconsin

A study has been examining current directions in state education agency efforts to reform the elementary school language arts curriculum in four large, geographically diverse states with different policy mechanisms—California, New York, Wisconsin, and Texas. To understand policy development and implementation and discern how advocates advance a specific policy agenda, the agenda-setting process for educational policy is being examined using an approach developed by A. M. McGill-Franzen (1993) in her study of early childhood education literacy policies. Advocacy efforts targeted at implementing a more "code-oriented"—or phonics emphasis—curriculum framework have been observed in all of the states, but, to date, such efforts have been more successful in California and Texas than in New York and Wisconsin. The common advocacy tool observed was research supported by the National Institute of Child Health and Human Development (NICH) through the learning disabilities, cognitive, and social development program area. The agency chief and some NICH-supported researchers have been active in providing expert testimony to policy-making bodies and in disseminating their research results to national audiences. Most of their research has been with reading disabled or dyslexic children, and intervention designs have often focused on developing improved phonological awareness, pseudo-word decoding skills, word recognition, and text reading achievement in reading disabled children. How to interpret the research results has been a topic of debate—the question being whether research on more severely disabled readers informs as to the nature of the most appropriate curriculum emphasis in general education settings. The most quoted research document, the "30 years of research..." (Grossen, 1997) version contains seven instructional recommendations for classroom teachers.

This analysis focuses on a critique of four of the seven recommendations. (Contains a table, 3 notes, and 38 references.) (NKA)

ED 412 548 CS 216 029

Pen Friends across the Nation: An Intergenerational Letter Writing Project.

National Postal Museum, Washington, DC. Education Dept.

Spons Agency—Postal Service, Washington, DC.

Pub Date—1997-00-00

Note—39p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Intergenerational Programs, *Letters (Correspondence), *Older Adults, Program Descriptions, Secondary Education, *Secondary School Students, Writing (Composition)

Identifiers—*Pen Pals

This booklet contains information on how to set up a Pen Friends project, a nationwide, intergenerational writing project that pairs a class of junior of senior high school students with a group of older adults in the same community. The booklet notes that participants establish a relationship through letter writing based on visits to a local cultural resource. It describes how to choose a local cultural site and contains motivational writing activities, activity sheets, forms for scheduling and recording, and a program evaluation. The booklet is organized around the 10 steps of the project: (1) finding a group of writing partners; (2) selecting a cultural site to visit; (3) planning the calendar and keeping records; (4) letter writing warm-up activities; (5) writing a letter of introduction; (6) and (7) visiting a cultural site and writing letters (first visit); (8) introducing the writing partners face-to-face; (9) evaluating the project; and (10) sharing the project with others. An appendix presents five additional creative letter writing activities; a four-item annotated bibliography is attached.) (RS)

ED 412 549 CS 216 030

Fiderer, Adele

25 Mini-Lessons for Teaching Writing: Quick Lessons That Help Students Become Effective Writers. Scholastic Teaching Strategies, Grades 3-6.

Report No.—ISBN-0-590-20940-X

Pub Date—1997-00-00

Note—98p.

Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($11.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, Elementary Education, Intermediate Grades, Student Writing Models, Teaching Guides, *Writing Improvement, *Writing Instruction, *Writing Processes, Writing Skills, *Writing Strategies

Identifiers—*Minilessons

This book offers 25 mini-lessons which focus on the elements of good writing. Intended for teachers of grades 3-6, the book provides practical teaching suggestions to introduce particular elements and strategies, as well as activities that will allow students to practice new techniques. Using excerpts from favorite children's authors' works and student writings as models, a step-by-step plan is laid out for teaching the essentials of good writing. Sections in the book include: meaning, organization, development, clarity, and editing. Each lesson of the section contains student activities such as: a writer's notebook, looking for limited topics, develop with details, using action verbs, and punctuate the dialogue. Tips for using and extending the mini-lessons and for creating personal mini-lessons are provided. The book concludes with a story bank collection of examples of good writing by students. (CR)

ED 412 550 CS 216 031

Baghban, Marcia

Working in and between Two Cultures: Moon Shadow's Dilemma in Laurence Yep's "Dragonwings.".

Pub Date—1997-11-22

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (87th, Detroit, MI, November 20-25, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biculturalism, Childhood Needs, *Childrens Literature, Chinese Americans, *Cultural Context, *Immigrants, Immigration, *Individual Development, *Literature Appreciation, Multicultural Education

Identifiers—Newbery Award, *Yep (Laurence)

Laurence Yep's "Dragonwings" won the Newbery Award in 1976. It is the story of a young boy named Moon Shadow and his physical and emotional journeys between Chinese and American cultures. Through Moon Shadow's experiences upon entering the United States as an immigrant, the reader empathizes with him on 3 levels: the perception of Americans from a child's point of view; the common experience of confronting new situations; and Americans' common history of immigration. Yep maintains a balance with Moon Shadow's experiences in both cultures. Miss Whitlaw teaches Moon Shadow some English and encourages him to write short paragraphs about dragons; he becomes a proficient enough writer to establish a correspondence with the Wright Brothers for his father, an expert kite maker. Laurence Yep writes that "Dragonwings" is a "historical fantasy" inspired by both his father's journey to America and the newspaper account of a young Chinese flier who flew for 20 minutes in the hills of Oakland, California in 1909. In researching "Dragonwings" Yep was unable to discover much about the human experience of Chinese immigrants to America at the turn of the century. His own experience was with a family that did not speak Chinese—when he attended a Chinese school, he was placed in the "dummies" class. Beyond Yep's relevance to a Chinese-American audience, his work reflects a common humanity to readers coming of age or not, bicultural or not, attempting to find themselves in the pieces of their particular puzzles. (Contains 19 references.) (NKA)

ED 412 551 CS 216 032

Gos, Michael W.

Revisioning Kinneavy: Rhetorical Situation in the Cyber Age.

Pub Date—1997-03-00

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audience Awareness, Design Preferences, Ethnography, Higher Education, Models, Rhetoric, *Student Projects, *Technical Writing, *World Wide Web, Writing Research

Identifiers—Kinneavy (James), Professional Writing, *Rhetorical Strategies, Technology Integration

A two-phase ethnographic study conducted over the course of two semesters examined a project to create a web site on the Internet. Subjects were enrolled in either a "Features Writing for Business and Industry" course or an "Advanced Technical Writing" course at an open-admissions university offering a major in Professional Writing. Both classes consisted predominantly of professional writing majors with strong rhetorical training, but only one student had previous web page building experience. Data included field notes, student log books, regular interviews, copies of email communications, and copies of all handouts. Five major findings of the first phase were presented to students in the second semester and "what we've learned about web page building." Data gathering processes were identical to those of phase one. The major finding was that the students encountered a new rhetorical situation, one that their previous rhetorical training had not prepared them for. From the outset, phase one students' familiarity with World Wide Web media did not seem to penetrate any stage of the creative process. Students in phase two from the beginning had their attention called to the different rhetorical strategies needed for developing a World Wide Web site. Findings suggest that J. Kinneavy's model (involving audience, subject, and the writer's purpose) alone is no longer sufficient. Adding a fourth point, media, to the model takes into account the dramatic change in communication brought on by the World Wide Web. (Contains 11 references and a table of data.) (RS)

ED 412 552 CS 216 033

Reiss, Donna

Electronic Toads: Computers and Writing in Introductory Literature.

Pub Date—1996-03-28

Note—5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Computer Uses in Education, Cooperative Learning, Electronic Mail, *Introductory Courses, *Poetry, Two Year Colleges, Writing Assignments, Writing Instruction

Identifiers—Collaborative Writing, *Composition Literature Relationship, *Response to Literature, Tidewater Community College VA

No instructional technique has brought introductory students in literature at Tidewater Community College (Virginia) closer to the genuine in poetry than writing their way into a work, in particular, writing combined with individual and collaborative activities that engage multiple senses and establish learning communities. Adapting to a computer the letter-writing exchanges and collaborative composition techniques that were effective in non-electronic environments has brought about more thoughtfully considered responses. An example of this approach involves three students reading and responding to "I Knew a Woman" by Theodore Roethke. Students freewrote their individual responses, posed a question via email to the group, responded to another's question via email to the group, met to discuss orally their questions, write a short collaborative paragraph, and write a formal paper about the poem. (Excerpts from the transcript of the computer conference postings and excerpts from one student's final paper are attached.) (RS)

ED 412 553 CS 216 034

Reiss, Donna

From WAC to CCCAC: Writing across the Curriculum Becomes Communication, Collaboration, and Critical Thinking (and Computers) across the Curriculum at Tidewater Community College.

Pub Date—1996-07-02

Note—8p.; Revised version of a paper presented as guest speaker to Art Young's graduate seminar on Writing across the Curriculum (Houghton, MI, June 1995).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Computer Uses in Education, Cooperation, *Critical Thinking, Professional Development, Program Descriptions, Teacher Workshops, Two Year Colleges, *Writing Across the Curriculum

Identifiers—Communication Across the Curriculum, *Tidewater Community College VA

Even without a formal program for writing across the curriculum, Tidewater Community College in Virginia has sustained communication-across-the-curriculum activities for nearly 20 years. Faculty groups have routinely gathered both formally and informally to discuss ways to improve student writing, to incorporate communication and collaboration into individual courses and curricula, and to incorporate communications technology to enhance student learning across the curriculum. During a two-year project, 30 faculty members from 13 teaching fields attended monthly meetings to discuss issues in learning, communicating, and critical thinking. Faculty members have given presentations in the region and around the country on using writing for learning in math, natural sciences, engineering, writing and literature, and history. Since the official end of the project (in 1994), an informal group continues to meet, by the end of the Spring 1995 calling itself the Task Force in Communication and Critical Thinking across the Disciplines. The director of the two-year project (and former director of the Writing Center) is now focusing on using communications technology as a tool to enhance communication, collaboration, and critical thinking across the curriculum. (RS)

ED 412 554 CS 216 035

Flack, Jerry D.

From the Land of Enchantment: Creative Teaching with Fairy Tales.

Report No.—ISBN-1-56308-540-2

Pub Date—1997-00-00

Note—262p.; Illustrated by Gay Graeber.

Available from—Teacher Ideas Press/Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633 ($23.50).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Techniques, Cognitive Style, *Creative Teaching, Critical Thinking, Elementary Secondary Education, *Fairy Tales, Higher Education, Literacy, Problem Solving, Student Development, *Thinking Skills

Identifiers—Blooms Taxonomy, Multiple Intelligences

Based on the premise that the fairy tale genre can be effectively used as the content base for teaching reading, writing, and thinking skills and processes, this book offers educators ideas and techniques that promote multiple intelligences, critical thinking, creative problem solving, and problem- and product-based learning. Drawing on Bloom's taxonomy and the work of other experts, the book places special emphasis on learning process, literacy, thinking skills, integrated learning, diversity, and academic excellence. Each of the nine chapters centers on a specific fairy tale, relating it to issues in teaching and learning. For example, "Cinderella Meets a Prince: Howard Gardner" addresses Gardner's theory of multiple intelligences and—with ideas and hands-on activities based on the Cinderella theme—it shows teachers how the theory can be effectively applied in the classroom. The activities in the book range from making books and writing and editing newspapers to creating a classroom museum. The book also includes lists of related resources for teachers and students. According to the book, these easy-to-implement strategies can be used with students at every age level and in a variety of settings, from primary home schooling classes to college writing courses. (NKA)

ED 412 555 CS 216 038

Reimers, Valerie

Students Writing about Their Writing as Reflection.

Pub Date—1997-03-00

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997). Best available copy.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Reflective Teaching, Student Development, Student Reaction, *Writing Instruction, *Writing Processes

Identifiers—*Reflective Thinking, *Reflective Writing

Reflection requires time. In one class, students were asked to engage in a process of written reflection about the writing they had done immediately after they prepared their papers, as they sat in class preparing to hand in those papers. Reflective writing, which Peter Elbow and Pat Belanoff call "process writing," appears throughout their book, "A Community of Writers: A Workshop Course in Writing." Donald Murray, in "Expecting the Unexpected," lists the benefits of writing about writing. How an individual learns and the crucial role of reflection in that learning is expressed by Samuel Taylor Coleridge in his spiritual treatise, "Aids to Reflection," in which he states that self-knowledge is the key and it is obtained only by reflection. Students observe that writing about writing helps them see how prepared they were to complete the task at hand. Students who view their papers reflectively are more likely to see themselves as crafting something which can be shaped in a more and more pleasing way than just something dashed off at the last minute, minimally meeting a requirement. John Dewey advocates reflective thinking because it empowers the thinker to avoid impulsive action and to engage in deliberate and intentional action. For the instructor, knowing what students are thinking and how they perceive what is being done in the class is an important part of being a reflective teacher. (Contains 8 references; a list of student comments and 5 sample pieces are appended.) (CR)

ED 412 556 CS 216 039

Gallo, Erminia Mina

A Content Analysis of the Family Structure in Children's Literature for the Periods between 1955-1970 and 1980-1995.

Pub Date—1997-07-00

Note—31p.; M.L.S. Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childrens Literature, Content Analysis, Divorce, Family Size, *Family Structure, *Fiction, Intermediate Grades, Junior High Schools, Middle Schools, North American Culture, One Parent Family, Parent Child Relationship, *Popular Culture, *Sociocultural Patterns, Twentieth Century Literature, United States Literature

Identifiers—*Trade Books

A study examined how the family structure has changed over time in contemporary realistic children's literature for middle readers. There is an ongoing debate in this country about what defines a family and whether it is in transformation or becoming extinct. Since 1960 there is evidence that the family structure has changed. The books selected in the study were limited to 35 books published in the United States from 1955 to 1970 and 35 books published in the United States from 1980 to 1995. Results of the analyses of the stories indicated that there was a decrease in the depiction of the traditional two-parent family and an increase in the single parent family. The majority of the stories still represent parents with biological children. The number of children represented has decreased, and parents had fewer children in the later time period. The cause of a non-two-parent family in the earlier time period was because the parents had died and in the later time period it was because parents had divorced. In all cases, the father worked outside the home; however, the cases where the mother worked outside the home increased. Regarding family structure problems, the majority of child protagonists did not have conflicts. There was an increase in problems concerning family structure, but the percentage of problem resolution also increased. (Contains 6 tables of data and 25 references; a coding sheet is appended.) (Author/CR)

ED 412 557 CS 216 040

Valenti, Peter

Through Nature to Class in the Classroom: Creating an Environmental Reader To Compose Cultural Identity.

Pub Date—1997-03-12

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Pluralism, *Environment, Higher Education, Instructional Development, *Instructional Innovation, *Social Class, Student Development, *Student Empowerment, Writing (Composition), *Writing Instruction

Identifiers—Collaborative Writing, *Nature Writing

The project of writing and assembling the rhetoric-reader "Reading the Landscape: Writing a World" came from a wish to open for discussion a strong feeling that thinking about the land and a person's relationship to it empowers people as writers. The objective was to develop a composition course related to the environment that will address effectively the question of class. The accepted canon of American nature writing reflects a privileged, educated, mostly male, middle-class viewpoint. Much of the class difference is the invasion of borders, the moving from one world to another. A crucial link with class involves lower socio-economic class students with the highest dropout rates who fail for a variety of reasons, many of which involve problems of identity and self-esteem. Connecting with each other through the medium of writing is one way of building the bonds necessary to keep each other from failing. Thus, the text works as far as possible with collaborative writing and seeks to let each student find ways to explore his or her home/place/world. The final objective is to see how writing taken from previously unempowered writers who have negotiated the move across borders of class, race, and gender can speak to other people of all classes who are about to cross or are in the process of crossing similar borders. (CR)

ED 412 558 CS 216 041

Weissberg, Bob

On the Interface of Writing and Speech: Acquiring English Syntax through Dialog Journal Writing.

Pub Date—1997-03-00

Note—24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, *Dialog Journals, *English (Second Language), Higher Education, *Journal Writing, Language Research, Second Language Instruction, *Second Language Learning, Spanish Speaking, Speech, *Syntax, Writing Research, *Written Language

Identifiers—*Speaking Writing Relationship

A study examined whether written language in general and dialog journal writing in particular is the preferred vehicle for syntactic acquisition of some adult learners. Subjects were five adult English-as-second-language (ESL) students, all literate in their first language, which was Spanish. Subjects were observed over a period of 16 weeks. Interviews, questionnaires, and a variety of paired oral and written tasks were used to elicit language data. The samples were analyzed for a variety of English morpho-syntactic features in an attempt to determine which of three production modalities (speech, academic writing, or dialog journal writing) served as the primary medium for syntactic innovation and the development of syntactic accuracy. Results indicated that individual subjects demonstrated notable differences in their patterns of syntactic development across writing and speech. Findings suggest that writing in general, especially dialog journal writing, is the modality favored by most of the subjects for both syntactic innovation and accuracy. (Contains 4 tables of data and 15 references.) (Author/CR)

ED 412 559 CS 216 042

Woolley, Sandy

Writing through the Year: Building Confident Writers One Month at a Time. Grades 2-6.

Report No.—ISBN-1-883055-27-X

Pub Date—1997-00-00

Note—128p.; Illustrated by Mary Lou Johnson.

Available from—Dandy Lion Publications, P.O. Box 190, San Luis Obispo, CA 93406; order no. DL 119 ($15.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, Elementary Education, Grammar, Instructional Effectiveness, Journal Writing, Poetry, Teaching Guides, Vocabulary, *Writing Instruction, *Writing Skills, *Writing Strategies

Identifiers—*Writing Contexts

Based on the idea that good writing is developed with instruction, critique, and practice, this book, intended for teachers of grades 2-6, offers a comprehensive outline for guiding students to writing competence. For each month of the school year, the book gives sample daily sentences for primary and upper elementary grades, journal writing topics, a variety of lessons for developing writing skills in a developmental fashion, poetry to memorize, poetry to write, and vocabulary development based on root words and prefixes. A wide variety of writing experiences are provided that allow students to work on grammar rules, to develop the ability to present ideas with clarity and organization, to think creatively, and to try out the richness of the written word. The book is organized into 10 chapters, September through June. Contains reproducible forms including sentence of the day, experts of the dictionary, and point sheets for various activities. (CR)

ED 412 560 CS 216 043

O'Brien-Palmer, Michelle

Beyond Book Reports: 50 Totally Terrific Literature Response Activities That Develop Great Readers and Writers.

Report No.—ISBN-0-590-76991-X

Pub Date—1997-00-00

Note—160p.; Illustrations by Denny Driver.

Available from—Scholastic Professional Books, 555 Broadway, New York, NY 10012-3999 ($16.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Childrens Literature, *Class Activities, Classroom Techniques, Elementary Education, Instructional Improvement, Learning Activities, Reading Improvement, Reading Instruction, *Reading Motivation, Reading Strategies, Teaching Guides, Writing Instruction

Identifiers—*Response to Literature

Intended for teachers of grades 2-6, this book offers methods to help students become lifelong readers. The book's instructions include emphasizing respect for the readers' choices of books and their own unique response to the literature. Information is intended to promote thoughtful analysis of what has been read and to validate readers' experiences through open-ended, thought-provoking questions. Readers are encouraged to share their insights into literature through various individual reading projects as well as in nurturing, relaxed literature circles or groups. Although the book's text speaks directly to the young reader, it will require adult supervision and guidance in most cases. Chapters include definitions of the main topic and information about contents; the second chapter includes a list of books recommended by kids. Contains reproducible forms and a list of reference books for bringing literature into the classroom or home. (CR)

ED 412 561 CS 216 045

Schlimm, John E., II

Corresponding with History: The Art and Benefits of Collecting Autographs.

Report No.—ISBN-0-88280-130-9

Pub Date—1997-00-00

Note—157p.

Available from—ETC Publications, 700 East Vereda del Sur, Palm Springs, CA 92262 (cloth: ISBN-0-88280-130-9; softcover: ISBN-0-88280-131-7).

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Benefits, Elementary Secondary Education, Handwriting, Higher Education, *History, *Hobbies, *Letters (Correspondence), *Popular Culture, *Student Projects

Identifiers—*Autographs, *Collecting (Hobby)

Taking off from the idea that each autograph is an original work of art created by the signer, this book aims to represent a piece of history, the premise being that there is no better way to learn about historical figures or celebrities than to meet those people and ask them for signed photos, books, and other information. A section of the book is dedicated to school projects to help teachers incorporate autograph collecting into their course curriculums. Following a prologue and an introduction, the book is divided into parts: on political autographs (subdivided into executive, legislative, judicial, state and local officials, candidates, military leaders, international dignitaries, and miscellaneous); mass media autographs; writers' autographs; artists' autographs; sports autographs; religious autographs; business and famous family autographs; and controversial autographs. The section for teachers lists 15 student projects in diverse content areas and is intended for young people in kindergarten through college. The book concludes with concise sections: on writing a letter; finding addresses; addresses to get a person started; storing and displaying autographs; a checklist for collecting autographs; autographs for auction; a glossary; and an epilogue. (NKA)

ED 412 562 CS 216 046

Smith, Nancy Kegan, Comp. Ryan, Mary C., Comp.

Modern First Ladies: Their Documentary Legacy.

National Archives and Records Administration, Washington, DC.

Report No.—ISBN-0-911333-73-8

Pub Date—1989-00-00

Note—189p.; Foreword by Don W. Wilson (Archivist of the United States). Introduction and Afterword by Lewis L. Gould. Published for the National Archives Trust Fund Board.

Pub Type— Collected Works - General (020) — Historical Materials (060)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Archives, *Authors, *Females, Modern History, Presidents of the United States, Primary Sources, Resource Materials, Social History, *United States History

Identifiers—*First Ladies (United States), *Personal Writing, Public Records, Social Power, Twentieth Century, Womens History

This collection of essays about the Presidential wives of the 20th century through Nancy Reagan. An exploration of the records of first ladies will elicit diverse insights about the historical impact of these women in their times. Interpretive theories that explain modern first ladies are still tentative and exploratory. The contention in the essays, however, is that whatever direction historical writing on presidential wives may follow, there is little question that the future role of first ladies is more likely to expand than to recede to the days of relatively silent and passive helpmates. Following a foreword and an introduction, essays in the collection and their authors are, as follows: "Meeting a New Century: The Papers of Four Twentieth-Century First Ladies" (Mary M. Wolfskill); "Not One to Stay at Home: The Papers of Lou Henry Hoover" (Dale C. Mayer); "'I Want You to Write to Me': The Papers of Anna Eleanor Roosevelt" (Frances M. Seeber); "Harry's Silent Partner: The Papers of Bess Truman" (Maurine H. Beasley); "Ike Was Her Career: The Papers of Mamie Doud Eisenhower" (Martin M. Teasley); "An Enduring Fascination: The Papers of Jacqueline Kennedy" (Mary Ann Watson); "A Journey of the Heart: The Papers of Lady Bird Johnson" (Nancy Kegan Smith); "'She Deserved So Much More': The Papers of Pat Nixon" (Paul A. Schmidt); "'If There Was Anything You Forgot to Ask...': The Papers of Betty Ford" (Karen M. Rohrer); "'These Are Precious Years': The Papers of Rosalynn Carter" (Faye Lind Jensen); and "'She Saves Everything': The Papers of Nancy Davis Reagan" (Carl Sferrazza Anthony). The collection concludes with an afterword and suggestions for further reading. (NKA)

ED 412 563 CS 216 047

Elley, Warwick B.

In Praise of Incidental Learning: Lessons from Some Empirical Findings on Language Acquisition. Report Series 4.9.

National Research Center on English Learning and Achievement, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R305A60005

Note—28p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Incidental Learning, *Language Acquisition, Language Research, *Learning Processes, Literacy, Second Language Learning

Identifiers—*Educational Issues, Empirical Research, *Research Results

This paper presents some empirical findings on language acquisition and learning, relates them to other research studies on the same topics, and draws some conclusions about the conditions in which optimal language learning occurs. The paper's focus is on the acquisition of vocabulary and grammar. The debate about the role of incidental learning takes place at several levels —questions are whether children: learn new vocabulary best by direct instruction, word by word, or frequent immersion in meaningful language; learn the grammar of a language best by deliberate classification of parts of speech and analysis of model sentences or naturally by inference from authentic language input; learn to read best by systematic study of sound-symbol correspondences or regular exposure to a diet of interesting text; and learn to spell best by frequent rehearsal of words in lists or by wide and regular reading and writing. The paper contends that results of research conducted in New Zealand and the South Pacific may offer a new perspective for researchers and insights for practitioners. Evidence is impressive of students' ready acquisition of vocabulary and syntax while engaged in reading or listening to high-interest meaningful text in the target language, in studies from first and second language learners, both young children and adults. The paper concludes that although the complexity of the task of acquiring thousands of words and learning hundreds of grammatical rules is obvious to those who analyze the problem, most children cope with these challenges without fanfare. (Contains 4 tables of data and 36 references.) (NKA)

ED 412 564 CS 216 048

Bangert-Drowns, Robert L. Swan, Karen

Electronic Texts and Literacy for the 21st Century.

National Research Center on English Learning and Achievement, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—R305A60005

Note—5p.

Journal Cit—English Update: A Newsletter from the Center on English Learning and Achievement; p6-8 Fall 1997

Pub Type— Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Electronic Text, Elementary Secondary Education, Focus Groups, *Futures (of Society), Higher Education, *Information Sources, *Literacy, Mass Media

Identifiers—Educational Issues, *Technology Integration, Text Factors

As the 20th century closes, Americans access information via a variety of media, and, for most, print is not premier among these. Nonetheless, printed texts, at least in academic arenas, remain the "gold standard" by which other media are valued.

The Center on English Learning and Achievement's (CELA) Technology and Literate Thinking project has been exploring school-based notions of "literacy" and what it means to be literate in contemporary society. In focus groups, teachers and students from diverse school settings have discussed literacy and linked literature to paper-based presentations and literacy to decoding and encoding printed text. On the other hand, media logs kept by these same persons indicate that they get by far the majority of their news, information, and entertainment through electronic sources. Now being investigated is how literacy might be redefined to incorporate reasoning from, with, and about electronic "texts." The issue is being examined from three perspectives: clarifying what is essential in "literate thought"; exploring what is gained and the limitations of the symbol systems employed in electronic literatures; and studying how students of varying ages actually engage and "read" electronic texts. To foster literacy in the 21st century, a better understanding is needed of how media characteristics and curricular contexts combine to foster or inhibit language acquisition and literate thinking. (NKA)

ED 412 565 CS 216 049

Delbridge, John R.

Re-Thinking the Writing Process: Creativity and Composing Styles in the Writing Classroom.

Pub Date—1997-03-00

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Creativity, *Freshman Composition, Higher Education, Instructional Effectiveness, Student Needs, Visual Arts, *Writing Processes, *Writing Strategies

Identifiers—Berthoff (Ann E), Composition Theory

In order to explore new ways of talking to and with composition students, an instructor might ask whether visual artists can teach college writing instructors about the composing process and, whether, by stepping outside the discipline, insights can be gained for more effective teaching of first-year writing students. For one instructor, interviewing artists allowed several relevant themes to emerge: visualizing the creative process, tapping the unconscious, and accommodating learning styles. The instructor realized that his unconscious goal was to help students personalize their own concepts of composing, to internalize some form of what Ann Berthoff calls "allatonceness." The discussions with the artists helped identify two fundamental notions of allatonceness: a holistic sense of the "what," a vision of a desirable end product worthy of expending time and effort; and a sense of the "how," an "inspired" glimpse of the process that will lead to that desired product. To take students beyond surface-level composing, strategies are needed for conveying and activating the deeper composing processes. Most curricula and textbooks are invariably promoting a conscious-based, short-term product instead of the opposite. Until students experience composing for themselves, no stage model or theory will convey the model-defying complexity of their individual composing processes. To accommodate the 20-plus learning styles in any first-year classroom, an instructor would be wise to develop a distrust of any pedagogy that does not engage students in as many ways as possible. (Contains 11 references.) (NKA)

ED 412 566 CS 216 050

Delbridge, John R.

Interviewing: Bridge-Building and Story-Mining.

Pub Date—1997-11-00

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (97th, Detroit, MI, November 20-25, 1997).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cooperative Learning, Higher Education, *Interviews, Metaphors, *Student Participation, *Writing Instruction, *Writing Processes, *Writing Strategies

Identifiers—Interviewers, Respondent Behavior

Students who write the least in initial prewriting are often passionate and philosophical talkers—during unplanned conversations they will freely "compose" stories. This realization led one educator to consider using interviewing as a discovery technique. From the perspective of qualitative research methods, interviews are seen as "speech events" in which interviewers and respondents work collaboratively to "make meaning." In successful interviews, interviewers and respondents exhibit a sense of trust, mutuality, and openness—the same qualities that should be promoted in a writing class. A prewriting version of interviewing can be used with more than two persons as long as only one person is being interviewed. Three effective types of prewriting interviews are topic searches, focused interviews, and follow-up interviews. Two metaphors, bridge-building and story-mining, help students grasp the basic principles of "discovery interviewing." In bridge-building the interviewer must personally give something to receive something in return; the interviewer needs to convey a genuine interest in the respondent to establish rapport and facilitate the flow of stories. The interviewer, during the story-mining phase, should watch for the most promising veins to mine. During the first week of each term, the class follows this activity sequence: on the first day, students break into pairs and find out as much as they can about the other person in 10 minutes; on the second day, the discovery interview process is explained; on the third day, the first 15-20 minutes of class is for sharing writing drafts with respondents. (NKA)

ED 412 567 CS 216 051

Sternglass, Marilyn S.

Effects of Race, Class, and Gender on Writing: Report from a Longitudinal Study.

Pub Date—1997-03-14

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoeniz, AZ, March 12-15, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Writing, Case Studies, *Diversity (Student), Freshman Composition, Higher Education, Longitudinal Studies, *Racial Attitudes, Racial Factors, *Sex Role, Social Status, *Student Attitudes, *Writing (Composition), *Writing Attitudes, Writing Research

Identifiers—City University of New York City College

A study examined the effects of race, class, and gender on writing. Data from the 6-year longitudinal study was carried out from 1989 to 1995 at City College of City University of New York. Subjects were African-American, Latino, Asian, and White students enrolled in three composition classes, one at each of the two levels of basic writing and one at the freshman composition level. Students were interviewed twice each semester throughout their college years. Papers written in all classes and copies of all institutional writing tests students were required to take were collected. Classroom observations were carried out during the last 5 years of the study. Two case study reports are presented of students' statements about writing development. In one of the two case studies, results indicated that the subject was, through her college education, moved from a position of a "wannabe White girl" to a proud African-American woman who recognizes the necessity of changing the stereotypes of African-American women in films and television. In the second of the two case studies, the subject began by denying his Latino background, desiring to be accepted as a true "American," but came to take as his cause the changing perceptions about homosexuals. These students' writings and interviews reveal that they, as members of minority groups, are capable of looking at the problems they must face in society in focused ways that can change the quality of that society. (Contains 4 references.) (CR)

ED 412 568 CS 216 052

Beacons and Afterschool Education: Making Literacy Links.

Fund for the City of New York, NY.

Pub Date—1997-00-00

Note—71p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*After School Programs, *Community Involvement, Educational Games, Elementary Education, Homework, Journal Writing, *Literacy, *Parent Participation, Reading Aloud to Others, Reading Material Selection, Story Telling, *Student Evaluation, *Teaching Methods

Identifiers—*New York (New York)

Providing an overview of some of the possibilities for enhancing education in afterschool programs, this manual provides ideas and strategies to help children and youth develop a love of learning and illustrates how much community youth development program experiences are vital to the educational growth and development of young people. Many of the New York City Beacons School-based Community Centers serve as examples of best practices in informal education. After an introductory section, sections in the manual are: "Why Beacons and Education?:"; "Literacy: What Is It and Why Is It Important?" (discussing principles of afterschool programs and core elements of literacy based programs); "Literacy Activities for the Afterschool" (discussing journal writing, thematic education, storytelling/drama, book buddies, and technology and education); "Making Literacy Links: Integrating Literacy into Existing Programs"; "Homework and Other Issues in Afterschool" (addressing funding and space for literacy programs, and putting more help in homework help); "Building Bridges: Fostering Learning at Home" (discussing getting the parent's ear and seven steps to encouraging learning at home); "So, How am I Doing?: Assessment"; and "Additional Resources" (presenting word attack games for 6-12 year olds, word games and literacy activities, guidelines for selecting bias free books, suggested books for read-alouds, and literacy training organizations and programs). (Contains 15 references.) (RS)

ED 412 569 CS 216 055

Wood, Robin

Reading Stories, Writing Lives: Theorizing Autobiographical Writing in the Classroom.

Pub Date—1997-03-00

Note—10p.; Paper presented at the Annual meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autobiographies, Higher Education, *Personal Narratives, Student Reaction, Teacher Role, Writing Assignments, *Writing Instruction, *Writing Processes

Identifiers—*Academic Discourse, Composition Theory, Personal Writing, Purpose (Composition)

In the struggle to find an acceptably academic voice that still felt personal, an instructor started thinking about what it would mean to say that academic writing is always autobiographical. Reading student work for how the autobiographical is presented in academic discourse, the instructor thought about how autobiographical writing could be used to help students find a way to enter academic conversations. Despite the prevalence of personal narratives as assigned writing in both literature and composition classes, personal writing continues to be thought of as ancillary, something students do before they get down to the business of real writing. In personal writing students may lack control, but they are using conventional narrative elements deliberately to walk the line between necessary revelation and protecting themselves from the unwanted scrutiny that classroom autobiography demands. Students' knowledge of one set of genre conventions can help them learn another set. Theorizing autobiography—asking questions about conventions position and construct subjects -makes sure that teachers are not simply teaching forms. In an introductory literature class, students were asked to pay attention to their writing processes and their own purpose for writing. Their first assignment consisted of writing a conventional personal narrative and then considering their narrative critically. In addition, students read and wrote various forms of non-standard academic writing. Though most students said that the non-standard assignments were the most wrote interesting, engaged essays and reported that these assignments helped them understand the choices that writers face. (Includes 9 notes; contains 5 references.) (NKA)

ED 412 570 CS 216 056

Katz, Julie

"Bagels Anyone?": Pedagogy of the Confused and Hungry in the Dead Zone.

Pub Date—1997-03-00

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Higher Education, Literacy, *Student Experience, *Student Needs, *Student Problems, Urban Environment, *Writing Instruction, Writing Teachers

Identifiers—*Academic Discourse Communities, *Critical Pedagogy

One instructor's "dead zone" (her windowless classroom in the depths of the Humanities building) was the place where little exchange between teacher and students took place. When one day she overheard the students talking about how little money they had left on their meal cards, she took a few dozen bagels to that afternoon's writing lab. The experience made her realize that some changes were necessary to begin recognizing and acknowledging the reality of students' lives inside and outside the classroom. Since that "dead zone" semester, the instructor has tried to rethink, reposture, and reposition herself and her attitude toward the classroom environment, the students, their writing, and what they have to offer. These urban students do not come from anything remotely resembling a traditional family—they come from unstable environments where drugs, crime, and violence are daily occurrences. They cannot buy textbooks because their financial aid has not come through; they have learning disabilities that they desperately try to conceal from their peers. Writing teachers need to examine how the discourse of the discipline constructs students as others; they need to question how to understand the students' reality; and, they should apply a humanistic attitude to their pedagogy. Such a reevaluation would allow instructors to see that there is no "ideal" assignment, ideal setting, or ideal student. Existing practices and theories must be questioned for literacy to have any meaning in students' education and in their futures. (NKA)

ED 412 571 CS 216 057

Towell, Janet H. Schulz, Armin Demetrulias, Diana Mayer

Does Ethnicity Really Matter in Literature for Young Children?

Pub Date—1997-00-00

Note—16p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Childhood Attitudes, *Childrens Literature, Elementary School Students, *Ethnicity, Multicultural Education, Primary Education, *Reader Response

Identifiers—California (Central), *Identity Formation, Multicultural Literature, *Response to Literature, Trade Books

To discover the educational and social implications of identity formation and reader response when using multicultural literature with children in the primary grades, a study analyzed the responses of 110 primary-aged children in central California to eight books that portrayed male and female children from four ethnic groups in America: Asian Americans, African Americans, European Americans, and Hispanic Americans. Overall, no evidence was found to indicate that children in the primary grades respond differently to children's books based on the ethnicity of the main characters. Findings suggest that a good story may transcend ethnicity in the minds of young children. (Contains 11 references and an eight-item annotated bibliography of the children's books used in the study.) (Author/NKA)

ED 412 572 CS 216 058

Haley, Darryl E.

A Response to Arguments for Teaching Social Issues in the Freshman Composition Classroom.

Pub Date—1997-03-00

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Freshman Composition, Higher Education, Political Issues, *Social Action, Student Development, *Writing Processes, Writing Strategies, *Writing Teachers

Identifiers—*Cultural Criticism

Teachers of first-year college composition, particularly instructors and graduate teaching assistants with little or no teaching experience, are caught up in a debate concerning the appropriateness of social action as a facet of their personal pedagogical strategies. On the one hand, they are encouraged to promote social activism by individuals who claim that students need such training, that beginning college students have not examined the values of the dominant culture because they have been intellectually stifled by "lock-step" public school practices such as benchmarking and the "family values" curriculum reform proposed by some conservative school boards. On the other hand, they are assured (by some of these same individuals) that it is difficult to go too far in promoting social action, as students are intellectually mature enough to reject an instructor's promotion of a particular political agenda. Discussion of this issue abounds in professional journals and textbooks, such as the "Crossfire" reader, which directly engages students in either/or acts of cultural criticism and validates cultural criticism by implication. Social action as a teaching strategy merits further discussion. But classrooms must be de-centered in such a way as to give students the tools necessary for development and maintenance of critical consciousness, without robbing them of their unique perspectives. And classes must be grounded firmly in the act of writing, the discussion of writing, and the revision of writing. (Contains 19 references.) (Author/NKA)

ED 412 573 CS 509 584

Scott, Tom Kasle, Sydne

Identifying Institutional Variances: A FSU Proposal.

Pub Date—1997-04-00

Note—28p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997). Some type is smudged.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Higher Education, Introductory Courses, *Required Courses, *Speech Communication, *Speech Curriculum, Speech Skills, *Student Needs

Identifiers—*Communication Competencies, *Florida State University

Upon the request of the Southern Association of Colleges and Schools (SACS), Florida State University (FSU) is required to enact a program designed to graduate students with a certain degree of oral communication competency. While communication majors and minors are required to enroll in a public speaking course, no student at FSU has the option in enrolling in a "Fundamentals of Communication" course. The needs of various sub-populations at FSU should be considered: the SACS, university administrators, the Department of Communication, faculty, teaching assistants, first-time students, students already attending FSU, transfer students, communication majors and minors, and special needs students. Some alternative approaches implemented at colleges and universities across the nation are Oral Communication across the Curriculum, communication laboratories, and large lecture sections taught by faculty members and lab sections taught by teaching assistants. While each of these strategies has its own merits, none adequately meet the intended goals of providing orally competent students. The Department of Communication should revise its course offerings to include a "Fundamentals of Communication" course—a hybrid course that includes general communication theory, interpersonal communication, group communication, and public speaking. Majors and minors in Communication will be required to enroll in a three-credit course taught by faculty. Other students will have the option of a two-credit class. The inclusion of a mandatory fundamental communication class at Florida State University would be pan-beneficial. The University would produce graduates better prepared to handle the complexities of today's communication age and would recognize the benefits of meeting the accreditational standards established by the Southern Association of Colleges and Schools. (Contains 24 references.) (RS)

ED 412 574 CS 509 612

Hemphill, Michael R. Pledger, Linda

Computerized Instruction in Speech Communication and the Development of an Active Learning Approach.

Pub Date—1996-03-30

Note—6p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Active Learning, Classroom Techniques, *Computer Assisted Instruction, Higher Education, Instructional Development, *Instructional Innovation, *Introductory Courses, Learning Strategies, *Speech Communication, Student Development, Student Participation, Technological Advancement

Identifiers—*Computer Related Learning Environments, *Technology Integration, University of Arkansas Little Rock

Recommendations over a decade ago from the National Institute of Education have led to a paradigm shift in the teaching profession, based on changes in how knowledge is acquired, what role students play, and what purpose faculty members serve in the process. In the old paradigm, knowledge was transferred from faculty to student in what was referred to as the "banking model," where information is deposited into students. In the new paradigm, faculty and students jointly construct knowledge, with students taking a more active role in their own education. Computer-based instruction provides the most potential of a technology-induced active learning atmosphere. Instructors interested in facilitating active learning need to find ways of using various levels of technology to enhance the natural and personal learning of students. In 1987, the faculty at the University of Arkansas at Little Rock (UALR) decided to identify what students should be accomplishing in the basic speech course, and they developed the necessary course materials to achieve those objectives. Examples of how technology has been used to give students more control and more opportunities for discovery in the basic speech course at the UALR are: (1) the use of feature films in class; (2) bar-coded laser discs; and (3) interactive computer-based instruction. (CR)

ED 412 575 CS 509 613

Saban, Kenneth A.

Conducting the Computer-Mediated Focus Group.

Pub Date—1997-04-00

Note—11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).

Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Oriented Programs, Consumer Economics, *Focus Groups, Marketing, *Measurement Techniques, Qualitative Research, *Research Methodology, Research Tools

Identifiers—*Technology Integration

The growing popularity of focus group measurements can be traced to any one of four factors: (1) the economics associated with focus groups; (2) the speed at which data can now be collected; (3) the need to understand customer motivations; and (4) the desire to improve subsequent qualitative research activities and programs. Market researchers are striving to reduce the inherent problems and biases associated with all research forms, especially "paper and pencil" data methods. The end result has been a shift toward the use of "Computer Assisted Personal Interviewing" (CAPI), in which respondents enter the information directly into the computer. Exploratory, clinical, and experiencing are the three types of focus groups. A 9-step process is used to administer a focus group. Beyond the use of focus groups methodology, there are four emerging trends, including the telephone focus group, 2-way focus groups, focus group television networks, and nominal grouping sessions. As the marketplace continues to become more competitive, there will be continued interest in customer "buying and usage decisions," in turn spawning further interest in CAPI focus groups. Additional advancements in hardware, software, and delivery system technology will also expand focus group sample sizes and remove subjective interpretations normally associated with qualitative measures. Cost reductions, the growing emphasis on "short-term" performance, and consumer privacy issues will work to further the development of qualitative research—like the Computer-Mediated Focus Group—over quantitative measurements. (CR)

ED 412 576 CS 509 614

Conklin, Tom, Ed.

Mystery Plays: 8 Plays for the Classroom Based on Stories by Famous Writers.

Report No.—ISBN-0-590-20939-6

Pub Date—1997-00-00

Note—80p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($10.95).

Pub Type— Books (010) — Collected Works - General (020) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Authors, Class Activities, *Classics (Literature), Classroom Techniques, *Drama, English Instruction, Fiction, Intermediate Grades, Junior High Schools, Learning Strategies, *Literary Devices, *Literary Genres, Literature Appreciation, Middle Schools

Identifiers—Detective Stories, *Mysteries (Literature)

Intended for teachers of grades 4-8, this book presents eight plays based on classic mysteries by famous writers such as Sir Arthur Conan Doyle, Nathaniel Hawthorne, Ellery Queen, Dashiell Hammett, and O. Henry. The excitement of mystery stories offers a great way to introduce young people to the pleasures of reading. The plays in the book have been selected to give students a broad exposure to the roots of the mystery genre and a sampling of the most common forms of mystery stories. Play titles are: (1) "Rappaccini's Daughter" (Nathaniel Hawthorne); (2) "The Purloined Letter" (Edgar Allan Poe); (3) "Silver Blaze" (Sir Arthur Conan Doyle); (4) "The Ethics of Pig" (O. Henry); (5) "After 20 Years" (O. Henry); (6) "The Seven Cream Jugs" (Saki); (7) "The Tenth Clew" (Dashiell Hammett); and (8) "As Simple as ABC" (Ellery Queen). The book includes tales of blackmail and con artists, hardboiled murders and elaborate whodunits, along with introductions to some of the world's favorite detectives. It suggests that once students have read or performed the plays, they should be encouraged to investigate the local library or bookstore for more mystery stories. Each play includes suggestions for further reading and activities. (CR)

ED 412 577 CS 509 616

Coney, Ruth Kanel, Sylvia

Opening the World of Literature to Children through Interactive Drama Experiences.

Pub Date—1997-04-12

Note—11p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education (Portland, OR, April 9-12, 1997).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Techniques, *Dramatic Play, Elementary Education, Higher Education, *Individual Development, Learning Motivation, Literary Devices, Preservice Teacher Education, Role Playing, *Student Participation, Teaching Methods, *Theater Arts

Identifiers—Learning Environment

Interactive drama, a simplified form of drama, is a vehicle through which children can become involved with literature. When preservice teachers are presented with interactive drama in a college setting, it serves as an introduction to the simple, effective learning experiences available through informal drama activities. In an interactive drama, children participate in the retelling of a story by playing the parts and reading the dialogue of their characters, producing the sound effects, and spontaneously interpreting their roles while guided by the sequence, setting, and characterization of the story. A summary of studies on the effects of creative dramatics and dramatic play reveals their critical impact on early cognitive and social development. Of all the arts, drama involves the participant most fully—intellectually, emotionally, physically, verbally, and socially. Various studies show that children's comprehension increases and they are highly motivated to read if they are involved in analyzing and actively responding to the characters, plot, and setting. Dramatic interaction produces the valuable effects of drama without taking class time for multiple rehearsals and memorizing lines. The simplest type of interactive drama, an adaptation of role playing, can be used even with young children. (Contains 17 references.) (CR)

ED 412 578 CS 509 617

Slaight, Craig, Ed.

New Plays from A.C.T.'s Young Conservatory. Volume II. Young Actors Series.

Report No.—ISBN-1-880399-73-3

Pub Date—1996-00-00

Note—224p.

Available from—Smith and Kraus, Inc., One Main Street, P.O. Box 127, Lyme, NH 03768 ($14.95).

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Acting, Audience Awareness, *Drama, Dramatics, *Playwriting, *Professional Training, Skill Development, *Youth

Identifiers—*American Conservatory Theater, Personal Writing

This collection of new plays for young actors comes from the repertoire of the Young Conservatory, a professional theater training program for young people ages 8 to 18 at the American Conservatory Theater. Each of the five plays in the collection was developed in this way: an outstanding professional playwright is invited to create a new play with a youthful perspective; the playwright is given no less than 6 months to create the first draft of a play—a play that is not restricted in size, cast, length, or thematic content or style; with the first draft in hand, the director selects Young Conservatory students based on the play's demands and the strengths of the students' acting skills; the playwright rehearses for 2 weeks with the cast and crew, during which time script changes are incorporated into the rehearsal process; and at the end of a 5-week rehearsal period, public performances are given. The five new plays in the collection are: "Continuing the Quest" (Craig Slaight); "Eddie Mundo Edmundo" (Lynne Alvarez); "Class Action" (Brad Slaight); "The Less Than Human Club" (Timothy Mason); and "Every Seventeen Minutes the Crowd Goes Crazy!" (Paul Zindel). The collection concludes with excerpts from the writings of some of the young actors who participated in the staging of the plays. Some of the excerpts are journal notes; some are reflections on a particular project. (NKA)

ED 412 579 CS 509 618

Imbens-Bailey, Alison L.

Oral Proficiency and Literacy Skills in an Ancestral Language: Implications for Ethnic Identity.

Pub Date—1997-04-00

Contract—H029D50062

Note—32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Armenian, Attitude Measures, *Biculturalism, Community Attitudes, *Cultural Awareness, Cultural Background, Cultural Influences, Elementary Secondary Education, Ethnic Groups, *Ethnicity, *Literacy, Oral Language

Identifiers—Armenian Americans, *Heritage Language, *Literacy as a Social Process

A study examined the impact of ancestral language oral proficiency and literacy skills on ethnic identity for 66 Armenian-American boys and girls aged 8-15 years. Children were active in an Armenian community in America. Armenian language and literacy skills were assessed and ethnic affinity was measured by relative use of first person pronouns "I" or "we" in narratives about Armenian activities. Attitude was measured by proportion of positive and negative comments made in narratives and responses to open-ended questions about language and culture. Higher scores for Armenian oral proficiency were associated with affinity with the community and positive attitudes towards a bicultural upbringing, controlling for gender, parent ethnic identity, and level of Armenian schooling. Higher scores for Armenian literacy were also associated with these factors. Literacy significantly contributed to the prediction of ethnic affinity over and above that of oral proficiency alone, although there were no additional significant effects of literacy on attitude once controlling for oral proficiency. Among implications for children, parents, educators, and ethnic communities: being bilingual and biliterate members of society may contribute to the self-esteem, and ultimately to the schooling success of minority children. (Contains 36 references; 2 tables of data and a figure are appended.) (Author/CR)

ED 412 580 CS 509 619

Whitfield, Tammy J.

Academic Effectiveness of Allegheny County Middle Schools' Instructional Support Teams.

Pub Date—1996-04-00

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, *High Risk Students, *Instructional Effectiveness, Intermediate Grades, Intervention, Junior High Schools, *Middle Schools, School Surveys, *Teamwork

Identifiers—*Instructional Support, Intervention Assistance Teams, Pennsylvania (Allegheny County)

In July 1990, the Commonwealth of Pennsylvania adopted the Instructional Support Team initiative to identify those students who experience academic, behavioral, social-emotional, and/or communication difficulties, and to provide the needed support to help them succeed. A study evaluated the effectiveness of middle school Instructional Support Teams (IST) in Allegheny County, Pennsylvania with respect to "quality point average" (QPA) changes after a student had gone through the IST process. The IST initiative includes a mandated team of the building principal, classroom teacher, and support teacher. Various other adults such as counselors, psychologists, nurses, speech therapists, other teachers, and parents may be included on the team. The team works together to problem-solve and develop strategies that will help at-risk students to succeed in the regular classroom. Questionnaires were mailed to 13 school districts in the county who have IST in place in a middle school building. Completed questionnaires were received from 11 districts representing 47 students who were at-risk for school failure. Results indicated a significant improvement in QPA scores for the academically at-risk students who have gone through the IST process during the first semester of the 1995/1996 school year. Future research should focus on specific reasons why IST students are experiencing academic success. (Contains 22 references and 4 charts; appendixes contain a cover letter and the questionnaire.) (RS)

ED 412 581 CS 509 620

Carlin, Diane W.

Rethinking Conflict through the Dialectical Glasses of Relational Dialectics.

Pub Date—1997-04-00

Note—40p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Research, *Conflict, *Interpersonal Communication, Research Problems

Identifiers—*Bakhtin (Mikhail), Conflict Theory, Dialogic Communication, Theoretical Orientation

Recently, communication researchers have suggested that dialectics may offer a different way of looking at mediation, organizational conflict, and the fundamental oppositions of interpersonal bonding. Leslie Baxter and Barbara Montgomery, through their relational dialectics perspective, have claimed a dialogical conceptualization of interpersonal/relational communication based upon very different assumptions than those of other interpersonal communication dialogic theorists. The paper explores the set of presuppositions inherent in relational dialectics that act as eyeglasses colored by the biases of a dialectical world view which Baxter and Montgomery fail to remove from their noses when using their "Bakhtinian eye." First the paper gives an overview of conflict theorists' shared interests in the dialectical perspective and the significance of relational dialectics. Then it summarizes Baxter and Montgomery's recent relational dialectics position and their two stances on interpersonal conflict. The paper then presents an interpretation of the implications for their dialectical position on conflict with a Bakhtinian critique. Although the converging of the dialectical and dialogical approaches to interpersonal communication has not been fully realized in relational dialectics, the paper concludes that Baxter and Montgomery have lit the way for a richer communication perspective of conflict which requires the "creative understanding" of both—they have given conflict researchers and theorists a look at the potential of dialogism for interpersonal communication and conflict. (Contains a table, 10 notes, and 157 references). (NKA)

ED 412 582 CS 509 621

Carlin, Diane W.

"Confirming the One with Whom I Struggle": A High School Parent Training Project. Final Report.

Pub Date—1996-03-08

Note—45p.; Prepared for Interdisciplinary Training Project on Early Childhood Education and Violence Counseling and Harrison High School. Paper presented at the University of Pennsylvania Ethnography in Education Research Forum (18th, Philadelphia, PA, March 8, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Action Research, Child Development, Conflict Resolution, *High School Students, High Schools, *Instructional Effectiveness, *Interpersonal Communication, Parent Child Relationship, *Parenthood Education, *Parenting Skills, Preschool Education, Violence, Young Children

Identifiers—*Confirmation (Strategy)

An action research project integrated violence intervention and prevention into a child development curriculum through a parenting unit fostering confirmatory methods of struggle management between high school and preschool students. Subjects were 45 second- and third-year child development students, 75 first-year child development students, and 19 three- to four-year-old school district children. Phase I involved piloting a high school parenting unit that trained adolescents in the practices of confirmation during adult-child struggles. Phase II followed the training and student presentations. Video and audio taping of the interactions between the high school students and preschool students allowed the students to see themselves in action so that they become critically aware of their own behavior and its consequences for the preschoolers and themselves. Based upon the parenting unit, all groups identified, presented, and explained previous disconfirmatory struggle practices and alternative confirmatory methods of working through preschool struggles. In addition, the students used all aspects of the unit in their presentations. Some struggle practices once viewed by all never occurred again. Other struggles became the topic of discussion and were clarified before the preschool session began. While confirming the preschoolers had always been a goal of the program, disconfirming became an immediately recognizable offense by the offenders and the observers. (Contains 58 references and 8 tables of data; appendixes contain an outline of the parenting unit, an illustration of the classroom layout, the coding instrument, and confirming and disconfirming response categories.) (RS)

ED 412 583 CS 509 622

Letts, Nancy

Creating a Caring Classroom: Hundreds of Practical Ways To Make It Happen.

Report No.—ISBN-0-590-70131-2

Pub Date—1997-00-00

Note—98p.

Available from—Scholastic Inc., 2931 East McCarty Street, Jefferson City, MO 65102 ($12.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Communication, *Classroom Environment, *Classroom Techniques, Cooperation, Discipline, Elementary Education, Instructional Improvement, Learning Strategies, Listening Skills, Student Behavior, *Student Development, Teacher Student Relationship

Identifiers—Dialogic Communication, *Learning Environment

This book provides many diverse ideas for creating a learning environment that is alive with discovery and discussion, but peaceful and respectful, too. The book offers activities and practices from classrooms all over the United States that focus on year-long practices that promote a sense of community: 20-minute class meetings, effective non-verbal cues that manage youngsters' behavior, teaching students to disagree without being disagreeable, procedures for putting away materials, getting into and out of groups, and more. It describes start-of-school ice breakers, chaos-busting classroom routines, and ways to turn competition into cooperation. The book provides information on how to guide thoughtful dialogues, tips for building listening skills, and across-the-curriculum projects that promote care. It contains ideas for involving family and community in classroom activities. The book will provide teachers with new ways of thinking about teaching, learning, and community building in the classroom and beyond. (CR)

ED 412 584 CS 509 623

Briles, Amanda

Three Aspects of Alcoholism: The Recovering Alcoholic, Adult Child of an Alcoholic, and Mother of an Alcoholic.

Pub Date—1995-11-00

Note—12p.; Exit Project in Interpersonal Communication, Oakland City University-Bedford Campus.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Education, *Alcoholism, *Family Characteristics, Family Influence, Health Education, Interpersonal Communication, *Interpersonal Relationship, *Interviews, Social Support Groups

Identifiers—Adult Children of Alcoholics, Alcoholics Anonymous, *Family Communication, Health Communication

This paper focuses on shedding light on three aspects—or faces—of alcoholism. The paper, in an interview format, presents the perspectives of the recovering alcoholic, a mother of the recovering alcoholic, and the adult child of an alcoholic. It also provides brief medical definitions of the various types of alcoholism. The paper points out that most people are not well-educated about alcohol and alcoholism, or about how alcoholism can affect family and interpersonal dynamics and suggests that the first thing an individual should do when presented with a family member or a friend who is an alcoholic is to educate himself or herself about alcoholism. The paper contends that supportive interpersonal relationships are almost as crucial to recovery as are support groups like Alcoholics Anonymous. (Contains nine references.) (NKA)

ED 412 585 CS 509 624

Moyer, Barbara S. Hugenberg, Lawrence W.

Narrative as Conversation: Motives Revealed through Two Stories of the Holocaust.

Pub Date—1997-04-00

Note—42p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 9-13, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Discourse Analysis, *Motivation, *Personal Narratives, *Persuasive Discourse, Social Attitudes, Standards, *Story Telling

Identifiers—Burke (Kenneth), Conversational Analysis, Dramatism, Dramatistic Criticism, Fisher (Walter), *Holocaust, Intrapersonal Communication, *Narrative Paradigm, Rhetorical Strategies

A study investigated, in the Burkeian tradition, motives revealed through communication. It also applied the narrative paradigm developed by Walter Fisher, using each traditional standard (truth, aesthetic, results, ethical, and attitudinal) and explored the development of a new standard—the practical standard for the storyteller. Narratives analyzed are Viktor Frankl's "Man's Search for Meaning" (1963) and Adina Szwajger's "I Remember Nothing More" (1988). Each story is compared using the standards of the narrative, including the practical standard, which is developed using Kenneth Burke's identification as a central theme. Two standards of conversational analysis are also used (truth and honesty) to offer additional insights into the motives (compassion, endorsement, and self-judgment) surrounding Frankl's and Szwajger's narratives. The literature is treated as an "I-addressing-me" dialogue of intrapersonal communication. Results included the discovery of insights into Frankl's motives for sharing his death camp experiences while at the same time attempting to market his logotherapy. Szwajger's narrative is found to be less persuasive—her motives are primarily relief-giving confession. The narrative approach to criticism provides different insights into rhetorical events than traditional critical methods. The practical standard can be equated with the practical reasons why narrators choose to tell their stories when and how they do. Both conversational analysis and the practical standard may help communication scholars gain a better understanding of how motives are revealed through the inner dialogue as the narrator struggles to tell the story. (Contains 39 references.) (Author/NKA)

ED 412 586 CS 509 625

Emmers-Sommer, Tara M. Allen, Mike

Variables Related to Sexual Coercion: A Path Model.

Pub Date—1997-11-00

Note—31p.; Paper presented at the Annual Conference of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, Dating (Social), *Interpersonal Communication, *Models, Path Analysis, Rape, *Sex, Sexuality, Victims of Crime

Identifiers—*Coercive Behavior, Sexual Attitudes, Sexual Relationships, *Variables

For a study, a path model was developed and tested representing variables that relate to sexual coercion. Specifically, sex, who asked, who paid, relational stage, past/current relationship, attitudes, drug or alcohol use, coercion strategies, and victim resistance were proposed and their effects examined. Data were collected by using electronic data bases and a search of the reference section for applicable manuscripts. Results indicated that the level of actual or perceived coerciveness is a function of the level of coerciveness of the strategy, whether or not a prior relationship existed, and the attitude that person has toward women. Results also indicated determinations of whether a particular action is perceived as a rape or coerced depends on the attitudes of the person making the evaluation and the perception of the situation. Implications of the model are for educational and intervention efforts. (Contains a table of data, 2 figures, and 69 references.) (Author/CR)

ED 412 587 CS 509 628

Flores, Norma Landa

How Golden West College Is Addressing Pedagogical, Assessment, and Accountability Concerns through Integrated Spoken Communication Labs.

Pub Date—1997-11-00

Note—72p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

Available from—Golden West College Speech Center, Golden West College, 15744 Golden West Street, Huntington Beach, CA 92647 (1 copy free).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Course Descriptions, Curriculum Development, Higher Education, Interpersonal Communication, Learning Laboratories, Performance Based Assessment, *Speech Communication, *Student Evaluation, Student Placement

Identifiers—*Communication Competencies, *Golden West College CA, Nonnative Speakers

This paper describes how results of the Golden West College Speech Department's program review led to the alignment of performance-based communication prerequisite and outcome expectations for: student placement recommendation; consistency of course curriculum and sequencing; measures of content-based competencies; and measures of performance-based criteria. Oral communication lab experiences can be coordinated, supervised, and monitored for pre-mainstream speech courses instilling functional communication skills for nonnative speakers. Also, the report shows what the alignment of prerequisite and outcomes expectations can do to coordinate interrelated mainstream classroom communication skills through the development of course specific skills demonstration assessment forms used by peer assessors in the Speech Communication Center to assess skills in interpersonal communication, public speaking, and principles of communication. Finally, the paper points out that using performance-based criteria guarantees bias free "goodness of fit" assessment measures. Golden West College has discovered that assessors can avoid cultural bias by using the concept of "goodness of fit" to the context as the criteria to measure the appropriateness of the speaker's verbal and nonverbal behaviors in the coordinated/integrated oral communication lab settings. Contains 23 references. (RS)

ED 412 588 CS 509 629

Flores, Norma Landa

Using Ebonics and Bilingual Code Switching To Facilitate Clarification Interactions in Communication Classrooms and Multicultural Public Speaking.

Pub Date—1997-11-00

Note—43p.; Short course #18 presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingualism, *Black Dialects, *Code Switching (Language), Higher Education, Intercultural Communication, *Interpersonal Communication, Models, Multicultural Education, *Public Speaking

Identifiers—Multicultural Materials

This paper presents materials used in a "short course" on using Ebonics and bilingual code switching to facilitate clarification interactions in communication classrooms and multicultural public speaking. After beginning with a detailed agenda for the two-and-a-half hour short course, the paper presents seven speech communication principles for facilitating message clarification interactions in culturally diverse contexts; a model of multicultural collaborative communication; eight references; a description of multicultural public speaking communication variables; a newspaper article on Ebonics ("95th Street: Ebonics in Real Life" by Amy Pyle); a three-way message clarification interaction worksheet; and a sample form (and the dyad's copy) for facilitating nonstandard American English message clarification interactions. Next, a three-step procedure for analyzing public speaking multicultural message clarification interactions and an evaluation form for public speaking multicultural message clarification are presented. An appendix contains a non-context-specific multicultural collaborative communication model, extra sample forms and evaluations, and another newspaper article on Ebonics ("Defining Who We Are in Society" by David Dante Troutt). (RS)

ED 412 589 CS 509 630

Cooper, Erica Allen, Mike

A Meta-Analytic Examination of Student Race on Classroom Interaction.

Pub Date—1997-11-00

Note—27p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Students, *Classroom Communication, Communication Research, Elementary Secondary Education, *Feedback, Higher Education, Hispanic Americans, Meta Analysis, *Race, *Student Characteristics, *Teacher Student Relationship

Identifiers—African Americans, Differentiation, Latinas, Latinos

A quantitative summary of 15 studies indicated that African-American/Latino students receive more negative feedback from teachers in the classroom than do Euro-American students. In addition, teachers interact less frequently with African-American/Latino students than Euro-American students. No difference based on race existed in the amount of positive feedback provided by teachers. Results indicated a potential source of differential treatment in the classroom by instructors that may impact student achievement. (Contains 2 tables of data and 49 references.) (Author/NKA)

EA

ED 412 590 EA 028 008

Terry, Paul M.

Using Total Quality Management Principles To Implement School-Based Management.

Pub Date—1996-08-00

Note—11p.; Paper presented at the Annual International Conference of the International Association of Management (14th, Toronto, Ontario, Canada, August 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Quality, Elementary Secondary Education, *Organizational Climate, *Organizational Development, Participative Decision Making, Quality Circles, School Culture, School Organization, School Restructuring, *Total Quality Management

Those engaged in school restructuring can find direction in the philosophy of W. Edwards Deming, which has guided the operations of many American corporations. This paper provides an overview of Deming's Fourteen Points of Total Quality Management (TQM) and discusses their applications to education. To develop a successful TQM system, the school needs a clear plan of action for reaching long- and short-term goals, staff training, quality improvement teams, management involvement, and continual assessment. Schools using TQM have reported improved test scores, reduced dropout rates, and curricular innovations. The principles of TQM have broad applications in education and have the potential to produce positive results. School improvement becomes a continual process that created an environment characterized by unity, change, and trust. (Contains 17 references.) (LMI)

ED 412 591 EA 028 198

Cohen, Erik Cohen, Einat

Gray Education in Israel: Supplemental Curricula in Israeli Schools in the 1990's.

Institute for the Study of Educational Systems, Jerusalem (Israel).

Pub Date—1996-11-00

Note—203p.; Joint project of the Jerusalem Center for Public Affairs and the Milken Family Foundation. The full report (153 pages) is in Hebrew, proceeded by a 31-page summary (called an "abstract") in English.

Language—English, Hebrew

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Curriculum, *Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, Foreign Countries, Parent Attitudes, *Parent Participation, *Private Financial Support, Student Attitudes, Teacher Attitudes

Identifiers—*Israel

Since the 1980s, the Israeli Ministry of Education has created curricular supplements. This document presents findings of a study that examined the issue of supplemental educational services, particularly classroom services that are funded by external sources. These services have been named "gray education" because they fall between the definitions of public and private education. The paper investigates the sources of gray education, its gradual institutionalization, and its current functions. Data were derived from interviews; a review of written material; and questionnaires completed by students, parents, principals, and teachers in 33 schools. Findings indicate that gray education has expanded markedly; supplemental curricula programs are currently operating in 63 percent of all schools in Israel. The responsibility for initiating and operating supplemental programs has shifted from parents to school principals, a sign of institutionalization. If parental involvement is viewed as a goal in and of itself, these changes indicate failure of the programs. On the other hand, institutionalization of the programs helped to overcome systemic instability, which can be considered a success. A Hebrew-language copy of the report is included. (Contains 9 references and 11 reference.) (LMI)

ED 412 592 **EA 028 448**

Lashway, Larry

Leading with Vision.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-138-7

Pub Date—1997-00-00

Contract—RR93002006

Note—156p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (Code No. EMOLWV; $13.50; add 10 percent, or $4 minimum, for postage and handling; quantity discounts).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, *Institutional Mission, *Mission Statements, *Organizational Development, *Organizational Objectives, Policy Formation, School Policy

The idea that organizations should have sense of their direction is a relatively new concept. The problem is that the concept of vision has always been ambiguous. This book clarifies the issues surrounding vision by providing a base conceptual framework for developing a school vision. Chapter 1 examines the nature and content of vision, explains why it is important, and outlines the leader's role in developing it. Chapter 2 examines the knowledge, skills, and attitudes that lead to personal vision. The third chapter describes a preliminary readiness check and discusses two strategic decisions that shape the direction of the vision process: Who will lead? Who will participate? Chapter 4 examines the experience of schools whose visions did not come from a carefully orchestrated plan and provides some guidelines for a more systematic process. The fifth chapter examines two major components of the vision-institutionalization process: (1) realigning structures to support the vision; and (2) integrating the vision into the school's culture. Strategies for adapting to change (creating a learning organization) are offered in the final chapter. The book includes group exercises, three sample surveys, and an appendix that contains sample mission and vision statements. (Contains 100 references.) (LMI)

ED 412 593 **EA 028 544**

Williams, R. Bruce

Twelve Roles of Facilitators for School Change.

Report No. —ISBN-1-57517-027-2

Pub Date—1997-00-00

Note—241p.

Available from—IRI/Skylight Training and Publishing, Inc., 2626 S. Clearbrook Dr., Arlington Heights, IL 60005; toll-free phone: 800-348-4474; phone: 847-290-6600; fax: 847-290-6609 ($29.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, *Administrator Role, *Educational Change, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Responsibility, Participative Decision Making, School Restructuring

As school-restructuring efforts are initiated across the country, many schools are calling upon facilitators to guide the change process. Many people both inside and outside the school system can play facilitative roles. This guidebook offers tools and approaches for facilitating school change, breaking down the facilitator's role into 12 essential roles—architect, coach, producer, conductor, carpenter, quarterback, director, concertmaster, contractor, sportscaster, promoter, and critic. The roles combine the four functions of a facilitator—process leadership, skills training, resource consulting, and group energizing—with the three elements of the change process—student learning and achievement, shared decision making, and visible achievements. Each chapter covers one of the 12 roles and describes the skills and tools needed for the role, explains how to use the tools, and offers scenarios showing how the role is implemented in a school-change situation. One figure, an index, and multiple worksheets and diagrams are included. Appendices contain blackline masters for overhead transparencies or handouts. (Contains 57 references.) (LMI)

ED 412 594 **EA 028 583**

Gill, Barbara A.

Becoming a Leader: Strategies for Women in Educational Administration.

Pub Date—1997-06-00

Note—19p.; Paper presented at the Learned Societies Conference of the Canadian Association for the Study of Women in Education (25th, St. John's, Newfoundland, Canada, June 1997).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, Administrator Selection, *Career Development, *Educational Administration, Elementary Secondary Education, Employment Opportunities, Leadership, *Sex Discrimination, *Social Structure, *Women Administrators

Although record numbers of women educators are entering masters and doctoral programs in educational administration, the percentage of women who actually obtain positions in educational administration is under 30 percent. This paper reviews the experiences of women who have obtained positions of educational leadership as reported in a number of studies, and examines the ways in which they prepared to enter and successfully entered the field of educational administration. Despite the wide availability of literature offering suggestions to aspiring women administrators and the evidence that women candidates are following the advice, there is also evidence that women are not acquiring administrative positions or are not staying in the administrative positions for long durations. It is almost as though women are doing everything right and still not succeeding. The paper cautions against falling into the following traps identified by Fine and Gordon (1989): (1) to note positive progress in relation to women's futures without sufficient cautionary analysis; (2) to psychologize structural forces that construct women's lives; and (3) to promote individualized change strategies wherein women are invited to alter some aspect of the self. Therefore, although it is important that women prepare for administrative positions by adopting suggested strategies, they also need to be aware of the structural forces that impinge upon them. (Contains 25 references.) (LMI)

ED 412 595 **EA 028 594**

Rebarber, Theodor

Charter School Innovations: Keys to Effective Charter Reform. Policy Study 228.

Reason Foundation, Los Angeles, CA.

Pub Date—1997-07-00

Note—47p.

Available from—Reason Public Policy Institute, 3415 S. Sepulveda Blvd., Suite 400, Los Angeles, CA 90034 ($15).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Charter Schools, *Educational Administration, Educational Change, Educational Policy, Elementary Secondary Education, *Financial Support, Nontraditional Education, Public Schools, *School Effectiveness, *State Legislation

Identifiers—*Reform Efforts

Charter schools represent the fastest growing reform movement in public education today. This report focuses on what has been learned so far about the range of charter schools, and how to create effective charter school policies focusing on five states with statutes that have proven effective in spurring the creation of charter schools: Arizona, California, Massachusetts, Michigan, and Minnesota. It has become increasingly clear that the effectiveness of charter reforms is dependent on crucial, often highly technical, features of the charter statutes. A review of the experience of charter schools over the last 5 years identifies seven key features of effective charter statutes. These are: (1) allowing charter schools to be fully independent without prescriptions for their internal management; (2) providing charter schools with a blanket waiver of statutes and regulations other than those for performance-based goals or certain health or safety, civil rights, or education and administrative certification requirements; (3) creating new independent charter-approving entities; (4) protecting the integrity of the charter-approving process from political influence; (5) establishing direct state funding of charter schools at levels equivalent to average expenditures; (6) ensuring access to capital for upfront costs; and (7) avoiding limiting provisions that do not treat charter schools as fundamental reform. Across the five focal states, an array of charter schools, using at least six distinct models, is beginning to encourage reforms in regular public schools because of the competitive pressure of nearby charter schools. An appendix contains a table of charter school reforms by state. (SLD)

ED 412 596 **EA 028 617**

Gordon, Liz Whitty, Geoff

Giving the 'Hidden Hand' a Helping Hand? The Rhetoric and Reality of Neo-Liberal Education Reform in England and New Zealand.

Pub Date—1997-03-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Conservatism, Educational Administration, *Educational Change, Educational Policy, Elementary Secondary Education, Foreign Countries, *Institutional Autonomy, *Liberalism, Private Sector, Privatization, Rhetoric, *School Choice, Social Values

Identifiers—*England, *New Zealand, Reform Efforts, Wales

Recent moves in many parts of the world to restructure and deregulate state education have sought to link significant degrees of institutional autonomy with an emphasis on parental choice and competition, thereby creating "quasi-markets" in education. This paper discusses such developments as part of a neo-liberal project for education in two of the countries in which these policies have been taken furthest—England/Wales and New Zealand. It compares five aspects of policy in these two countries, namely school autonomy, diversity and choice, private sector involvement, privatization, and accountability mechanisms. It argues that the rhetoric of neo-liberal schooling policies is far removed from their reality, as governments confront the classic tension between fiscal imperatives and the need for legitimization. It points to the need for new political ways forward in a situation where the mainstream opposition parties currently tend to mimic the policies of New Right parties of government. (Contains 38 references.) (Author)

ED 412 597 EA 028 633

Whitney, Terry N. Verstegen, Deborah A.

State School Finance Litigation: A Summary and an Analysis. [Revised].

National Conference of State Legislatures, Denver, CO.

Pub Date—1997-06-00

Note—39p.

Available from—National Conference of State Legislatures, Book Order Dept., 1560 Broadway, Suite 700, Denver, CO 80202-5140; phone: 303-830-2054.

Journal Cit—State Legislative Report; v22 n3 Jun 1997

Pub Type— Collected Works - Serials (022) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Court Litigation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equal Education, *Finance Reform, Public Schools, State Action, State Courts, *State Legislation

In 1997, an active year for school-finance legislation, states responded in a variety of ways to court decisions. This report provides an overview of school-finance legislation for that year. Historically, school-finance suits have focused on the equity and adequacy of state funding, and the decisions handed down in 1997, for the most part, followed that pattern. As school-finance cases are decided on a state-by-state basis, what is deemed constitutional in one state may not be held so in another. Where the state educational-finance system has been upheld, courts have generally said that funding for a minimal basic education system was sufficient. Where the system has been invalidated, courts have called for funding to support high-quality systems. One figure is included. A detailed table summarizes litigation outcomes by state and the status of each state's school-funding system as of June 1997. (LMI)

ED 412 598 EA 028 635

Crampton, Faith Whitney, Terry

Taxation and Revenues for Education. Education Partners Working Papers.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-E-274

Pub Date—1996-00-00

Note—21p.

Available from—National Conference of State Legislatures, Education Partners Project, 1560 Broadway, Suite 1700, Denver, CO 80202-5140.

Pub Type— Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Court Litigation, *Educational Finance, Elementary Secondary Education, *Income, *Property Taxes, Resource Allocation, *School Support, *State Aid, *Tax Effort

Funding education with property taxes has always been controversial. This paper examines taxation and the sources of revenue for education. The historical context in which tax and revenue sources have supported education in the United States is described. Also discussed are state tax-policy goals and education funding, and the embattled role of the property tax in funding education. Next, nontax revenues for education, such as state lotteries and school-district entrepreneurship, which have significant equity concerns are discussed. The paper conclude with a series of conclusions and considerations for state policymakers. As states grapple with support levels for education they will also face the responsibility for determining or amending the overall tax structure and a series of overriding policy questions, such as: (1) What level of support should legislatures provide for education? (2) What amounts need to be spent to provide educational opportunity for all children? and (3) How much money does the state have to spend? The appendix highlights the principles of a high-quality state revenue system. (Contains 31 endnotes and 47 references.) (LMI)

ED 412 599 EA 028 636

Crampton, Faith E., Comp. Whitney, Terry N., Comp.

Summary of 1995 Education Finance Legislation.

National Conference of State Legislatures, Denver, CO.

Pub Date—1996-03-00

Note—73p.; Paper presented at the Annual Meeting of the American Education Finance Association (Salt Lake City, UT, March 20, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Charter Schools, *Educational Finance, Educational Technology, Elementary Secondary Education, Expenditures, *Finance Reform, Professional Development, School Safety, *School Support, Special Education, *State Legislation, Student Transportation, Tax Allocation, *Tax Effort

In 1994 and 1995, most school-finance legislation at the state level dealt with state aid—36 out of 127 bills introduced in 1994 and 31 out of 212 bills introduced in 1995. This report presents 13 tables that summarize the content of state legislation and identify bills that addressed the formation of study committees, the use of lottery funds to fund education, regulation of capital outlay and of charter schools, and funding of school safety, special education, technology, transportation, professional development, and tax bases and taxation. (LMI)

ED 412 600 EA 028 637

Crampton, Faith Whitney, Terry

The Relationship between Educational Expenditure and Student Achievement: When Does Money Matter? Education Partners Working Papers.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-575-3

Pub Date—1996-00-00

Note—15p.

Available from—National Conference of State Legislatures, Education Partners Project, 1560 Broadway, Suite 1700, Denver, CO 80202-5140.

Pub Type— Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Class Size, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, *Expenditures, Multiple Regression Analysis, Multivariate Analysis, *Outcomes of Education, *State Action

The link between educational expenditure and student achievement remains a lively topic of debate after almost 30 years of study. This paper is designed to help legislators and other state policymakers understand a complex and technical area of research that will play an important role in state funding decisions. The paper examines why the relationship between educational expenditure and student achievement is important to state legislators and other policymakers; discusses results of early studies (1965-90) that explored the relationship between educational expenditure and student achievement; analyzes more recent studies (1990-95) of that relationship; identifies state initiatives linking educational expenditure and student achievement; and offers conclusions and recommendations to state policymakers. State policymakers are advised to explore alternatives for forging proactive links between education funding and student achievement; fund fiscal incentive and reward programs at the school and school district levels; develop long-term state research around the relationship of expenditure and achievement; and collect and maintain the necessary data for research and decision making. Two tables and 15 endnotes are included. (Contains 12 references.) (LMI)

ED 412 601 EA 028 638

Crampton, Faith Whitney, Terry

The Search for Equity in School Funding. Education Partners Working Papers.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-576-1

Pub Date—1996-00-00

Note—28p.

Available from—National Conference of State Legislatures, Education Partners Project, 1560 Broadway, Suite 1700, Denver, CO 80202-5140.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Court Litigation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, Fiscal Capacity, School District Spending, School Support, *State Action, State Legislation, *Tax Allocation, Tax Effort

After decades of media attention, study, and lawsuits, the solution to inequities in school funding remains elusive. This paper examines several strategies that states have used to try to close the funding disparities in per-pupil spending. It explains the two definitions of equity in the school-finance arena and identifies some important trends in school-finance litigation. Also described are some of the strategies used by states to address problems arising from differences in school spending, such as increasing state spending in low-wealth districts, placing legislative spending caps on wealthy districts, and recapturing or redistributing revenue. The role of state courts in directing remedies to unequal state funding is outlined in the next part. Policymakers also face challenges resulting from a projected growth in elementary-secondary enrollments and the increased need for state support of school-district capital outlay. State policymakers are advised to be sensitive both to taxpayer equity and to concerns for educational equity; maintain the stability of the funding system; include a measure of school-district fiscal capacity in the state-funding approach; examine both the positive and negative circumstances associated with the use of earmarked lottery revenue; be attuned to the principle of program neutrality; consider the funding systems in total; and distribute state resources in such a way that promotes the most efficient use of those resources at the local level. In addition, the federal role in education finance may need to be redefined. One table and one figure are included. Appendices contain states' nontax revenues (lotteries) for education; educational goals for Kentucky; Alabama's essential principles; programs under the Elementary Secondary Education Program; ideas for a broader federal role in education finance; a glossary; and professional organizations' strategies to address equity. (Contains 30 endnotes and 26 references.) (LMI)

ED 412 602 EA 028 652

Allison, Derek J.

Problem Processing and the Principalship: Theoretical Foundations and the Expertise Issue. [Revised.].

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—1996-07-00

Contract—410-92-0329

Note—36p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Educational Administration, Elementary Secondary Education, Participant Characteristics, Principals, *Problem Solving, Research Methodology, *Sampling, *School Administration

Well-conducted, theory-guided empirical research into school administration is important, but will never by itself provide ultimate answers to questions of human action, choice, and value. This paper describes the theoretical framework studies conducted by the Cognitive Approaches to School Leadership (CASL) Project. The paper explains central constructs in cognitive-science theory, such as problem space, problem structure, expertise, schema, and implications for the study and practice of school administration. Two CASL studies, which compared how practicing and novice principals viewed and talked about their work and problems, are described. Finally, the paper considers two areas of continuing concern: the use of think-aloud protocols (in which subjects think aloud as they work on a presented problem), and the difficult problem of selecting appropriate expert and novice subjects. (Contains 91 references.) (LMI)

ED 412 603 EA 028 653

Morfitt, Grace Demaerschalk, Dawn Allison, Derek J.

Paying Attention: Content Considered by Experts and Others When Responding to a Case Problem. [Revised.].

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—1996-04-00
Contract—410-92-0329
Note—27p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Effectiveness, *Codification, *Cognitive Processes, Conflict Resolution, *Data Analysis, Educational Administration, Elementary Secondary Education, *Principals, *Problem Solving, *School Administration

How do more experienced school administrators think about and attend to problems in school administration? This paper presents findings of a study that compared how principals and aspiring principals cognitively processed and solved a problem scenario. A total of 30 practicing principals and 24 aspiring principals (referred to as the "novice group") were asked to give "think-aloud" responses to a hypothetical problem situation involving a school library. After the data were collected, participating principals were assigned to imputed-expertise groups using a battery of external measures. The sample included 28 females and 26 males. Findings indicate that principals in the high-expertise group attended to more of the sampled topic elements than did other principals and the novice subjects. Although there was no difference between the number of topics thought about by the novices and the principals who were not classified in the high-imputed expertise groups, the novices tended to focus on more peripheral topic elements than did the principals, who tended to concentrate on issues associated with library policy and operations. The emphasis was even more marked for high-expertise principals, who tended to think at greater length about the purpose of the library and library policy than did other principals. Additionally, the more expert principals considered topic elements that were generally ignored by their colleagues, such as the issue of staff disputes, book thefts, and budget concerns. The findings can be interpreted through the framework provided by schema theory, the more complex problem-relevant schemata of the principals acting to direct their attention to more central elements of the case, and the even more richly constituted schemata of the more expert principals. Six figures and three tables are included. (Contains 7 references.) (LMI)

ED 412 604 EA 028 655

Allison, Derek J. Morfitt, Grace Demaerschalk, Dawn

Cognitive Complexity and Expertise: Relationships between External and Internal Measures of Cognitive Complexity and Abstraction, and Responses to a Case Problem.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—1996-04-00
Contract—410-92-0329
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For a related paper, see EA 028 656.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Ability, *Cognitive Measurement, *Cognitive Processes, *Educational Experience, Elementary Education, Foreign Countries, *Principals, Problem Solving, Productive Thinking, *Schemata (Cognition)
Identifiers—*Cognitive Approaches to School Leadership Project

On-the-job experience is commonly regarded as the prime prerequisite for proficiency. This paper presents findings of a study that compared the ways in which a group of practicing elementary principals (n=31) and aspiring principals (n=25) thought their way through a case study. The study was conducted as part of the Cognitive Approaches to School Leadership (CASL) Project. The paper considers relationships between respondents' responses to the case problem and their cognitive abilities and styles, particularly cognitive complexity and levels of abstract thought. The theoretical frame adopted for the CASL Project associates the development of expertise in the principalship with the development of richer, more complex and integrated domain-relevant schemata. Four measures of cognitive complexity were used: Stamp's (1978) Symbol Card Task (SCT); Schroder's Paragraph Completion Test (PCT); a set of questionnaire items developed by Sashkin (1990) to estimate Jaques' level of work capacity through self-reports of time-span; and Fiedler's (1967) Least Preferred Co-worker (LPC) scale. The main finding is that domain knowledge, rather than general cognitive style or native capacity, better predicts and explains judged quality of response to the case problem. The cognitive capacities taped by the SCT appear to have little relevance. In addition, the significant age difference between the principals and novice participants may be masking or otherwise distorting the data. Other facets of the cognitive complexity complex, especially those tapped by the PCT, appear to be more relevant. Five figures and four tables are included. (Contains 53 references.) (LMI)

ED 412 605 EA 028 656

Allison, Derek J. Morfitt, Grace

Problem Processing and the Principalship: Design, Methods and Procedures.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—1996-04-00
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For a related paper, see EA 028 655.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Cognitive Ability, *Cognitive Measurement, Cognitive Processes, *Data Collection, *Educational Experience, Elementary Education, Foreign Countries, *Principals, Problem Solving, Productive Thinking, *Schemata (Cognition)
Identifiers—*Cognitive Approaches to School Leadership Project

The Cognitive Approaches to School Leadership (CASL) Project builds on cognitive-science theories of how people think about problems, with special reference to related studies of administrative practice in general and educational administration in particular. This paper is the second of two papers that reports findings from clinical studies of expertise in the elementary principalship. The study's main objective was to analyze how individuals with greater administration expertise and individuals with lesser expertise in school leadership think through domain problems. The paper describes the theory base and provides a detailed account of the study design. A total of 31 elementary principals and 25 novice subjects participated in the study. Data-collection methods included six pencil-and-paper measures of personal variables, think-aloud responses to a case problem, and a juried review of the think-aloud processes. The paper describes the reputational and performance measures used by the jury to assign principals to expertise categories, and explains how the imputed-expertise categories were constructed. Three tables and two figures are included. (Contains 31 references.) (LMI)

ED 412 606 EA 028 662

Glickman, Carl D.

Revolutionizing America's Schools. The Jossey-Bass Education Series.

Report No.—ISBN-0-7879-0944-0
Pub Date—1998-00-00
Note—207p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
Pub Type— Books (010) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Cultural Pluralism, *Democracy, Educational History, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Excellence in Education, Governance, Higher Education, Instructional Improvement, *Public Education

America has never really been a fully functioning democracy, and there are now signs of further public retreat from the very concept of democracy. This book contains essays organized around the central tenets, practices, and issues of democracy and education. The essays address the following questions: (1) Why do we have public education in America? (2) What is its purpose? and (3) How do we make the practice of educating congruent with achieving these aims? Part 1 explains the history, philosophy, and political theory of democracy as education. Part 2 examines teaching and learning in classrooms; school organization and structure; co-reform of public schools and higher education; school governance; and board, district, and state policies. The third part looks at the social and economic context of schools and society, including wealth, life, curricula, postmodernism, religion, reason, secularism, free thought, and "constitutional hope." Part 4 examines race, gender, class, and culture as differences that help us to understand individuals. The fifth part is about changing classrooms and schools, teaching by listening to students, and confronting hierarchy and control. The final part is about the real renewal of America's schools, based on the fundamental hope of American citizens. An index is included. (Contains 228 references.) (LMI)

ED 412 607 EA 028 663

Lindsay, William M. Petrick, Joseph A.

Total Quality and Organization Development. Total Quality Series.

Report No.—ISBN-1-884015-22-0
Pub Date—1997-00-00
Note—390p.
Available from—St. Lucie Press, 2000 Corporate Blvd., NW, Boca Raton, FL 33431-9868 ($44.95); E-Mail: orders@crcpress.com
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Educational Improvement, *Educational Planning, *Educational Quality, Foreign Countries, Higher Education, *Organizational Development, *Organizational Effectiveness, Strategic Planning, *Total Quality Management

As the global business environment becomes more turbulent, quality management seems more indispensable. This book offers strategies for integrating the theory and practice of Total Quality Management (TQM) with organizational-development (OD) theory at all organizational levels. Chapter 1 answers the question "Why Total Quality Management and Organization Development?" provides a brief history of OD; outlines the convergence of OD with human-resource management, organization theory, and TQM; develops the framework of the integrative model, the House of Total Quality; and explains the role of the ethical work culture. Chapter 2 provides a historical overview of total quality. The third chapter focuses on the strategy and the importance of customer focus. The sections address total-quality business strategy, strategy planning, strategy management, and strategy implementation. Process dimensions are explored in chapter 4, which develops the second pillar of the House of Total Quality, continuous improvement. The chapter discusses total-quality-business process planning, management, and improvement. The third pillar of the House of Total Quality, speaking with facts, is developed in chapter 5, which applies fact-based management to team-project leadership. The sixth chapter introduces the fourth pillar, respect for people, and reviews the relationship between respect for people and its impact on personal performance dimensions. The final chapter operationalizes the entire book by addressing the specific transforming processes required for total-quality-OD implementation. Barriers to quality-function implementation, an integrative case study, and international quality comparisons round out the text. A total of 6 exhibits, 26 tables, and 38 references are included. (LMI)

ED 412 608 EA 028 664

Jenkins, John M.

Transforming High Schools: A Constructivist Agenda.

Report No.—ISBN-1-56676-378-9

Pub Date—1996-00-00

Note—162p.

Available from—Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604; phone: 800-233-9936; fax: 717-295-4538.

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Constructivism (Learning), Curriculum Design, *Educational Environment, *Educational Innovation, High Schools, Learning Strategies, Learning Theories, School Organization, *School Restructuring, Student Centered Curriculum, Student Responsibility, Teacher Role

Identifiers—*Learning Environment

This book is addressed to high school principals, teachers, curriculum specialists, counselors, and other educators interested in creating sound change at the building level. The theme of constructivism and constructivist thought pervades the text. Part 1 introduces the reader to constructivism and offers comparisons of a high school based on constructivism with the more familiar high school model. Part 2 considers ways to organize the curriculum so that it connects with students' lives and interests. The section discusses an approach to instruction that supports individual progress and individual differences in learning style, and includes a chapter on the importance of the goal of higher order thinking across the curriculum. Part 3 describes ways to organize high schools so that students are the key players in their own education and examines how time can best be used for student learning. One of the chapters looks at ways to professionalize the role of teachers. The fourth part deals with the learning environment and explains how to establish school discipline where students take responsibility for correcting behavior that infringes on the rights of others. The final section summarizes the book's key elements and shows how constructivist thinking applies to professionals as well as to students. The chapters in parts 2 through 4 conclude with suggested "first steps" for implementing the ideas presented. Five tables and 19 figures are included. (LMI)

ED 412 609 EA 028 665

Saks, Judith B.

The Basics of Charter Schools: A School Board Primer.

National School Boards Association, Alexandria, VA. Council of Urban Boards of Education.

Report No.—ISBN-0-88364-212-3

Pub Date—1997-00-00

Note—54p.

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Board of Education Policy, *Board of Education Role, *Boards of Education, Case Studies, *Charter Schools, *Educational Administration, Educational Change, Elementary Secondary Education, Federal Legislation, Public Schools, *State Legislation, Unions, Urban Schools

Identifiers—*Reform Efforts

This report attempts to present a balanced discussion of several key issues in the charter school movement. Its goal is to help school board members, especially those in urban districts, assess the record of charter schools so far, and understand the complexity of the issues involved. The first chapter presents a brief legislative history of the movement and explains why the movement has attracted bipartisan political support. Chapter 2, "The National Landscape," describes variations in state law that are crucial to understanding the charter school movement. "Research Results," Chapter 3, finds that answers to the critical question of whether charter schools work are not readily forthcoming, both because the movement is young and because of uncertainty about ways to measure achievement. Chapter 4 offers "A Case Study of San Diego Charters" to show charter schools in the eighth largest urban school district in the United States. In Chapter 5, "The Impact of Charter Schools in School Reform," it is noted that as yet there is little hard evidence of systemic school reform as a result of the charter school movement. Chapter 6, "Teacher Union Response to Charter Schools," discusses changes in the unions' position from opposition to cautious acceptance of charter schools. Chapter 7 examines "The Role of School Boards in Existing Charter Laws" and discusses the importance of the exercise of school board authority over charter schools. Chapter 8 presents the perspectives of the National School Boards Association and its Council of Urban Boards of Education. These organizations suggest that charter schools are promising reform efforts, but not a panacea for problems in public education. (Contains 2 charts and 34 references.) (SLD)

ED 412 610 EA 028 667

Transforming Teacher Knowledge: A 21st Century Policy Challenge.

National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.

Report No. —GFI-97-9510

Pub Date—1997-10-00

Note—8p.

Journal Cit—Policy Forum; v1 n1 Oct 1997

Pub Type— Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Finance, Educational Policy, Elementary Secondary Education, *Faculty Development, *Federal Government, *Professional Development, *Research and Development, *School Restructuring

Education reform efforts across the United States are dramatically raising expectations for student achievement. However, the Consortium for Policy Research in Education (CPRE) found that teachers have not been adequately prepared for the changes in practice needed to meet new student learning goals. This publication briefly examines research findings regarding teacher professional development and the implications for policy and practice. A CPRE research team suggested that an ambitious curriculum-development federal initiative, based on the new content standards and the realities of teaching practice, may be the best place to start. The publication also reports on CPRE's new grant from the National Institute on Educational Governance, Finance, Policy Making, and Management to study issues in school reform, policy and governance, and school finance; and describes the institute's support of new federal research-and-development initiatives. Information about the institute and its publications is provided. (LMI)

ED 412 611 EA 028 668

What Really Matters in American Education.

Department of Education, Washington, DC. Office of the Secretary.

Pub Date—1997-09-23

Note—17p.; White Paper prepared for U.S. Secretary of Education Richard W. Riley for Speech at the National Press Club (Washington, DC, September 23, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Access to Education, *Educational Improvement, Educational Quality, *Educational Vouchers, Elementary Secondary Education, Private Education, *Public Education, *School Choice

Quality public schools are the foundation of a democracy and a free enterprise economic system. This paper, a transcript of the speech delivered by United States Secretary of Education Richard W. Riley, offers data to support the following themes: (1) vouchers threaten the fundamental mission of public education; (2) a voucher program which served a substantial number of public school students would suffer from serious implementation problems related to private school's capacity and mission, and would violate basic principles of equity and a quality education for all students; (3) there are basic, unanswered questions about the benefits of vouchers and the comparative advantage of private schools for student learning; (4) fundamental improvements are needed in public schools; and (5) national and local indicators suggest that reforms are beginning to work. (Contains 29 references.) (LMI)

ED 412 612 EA 028 670

Arcia, Gustavo Alvarez, Carola Scobie, Tanya

Education Finance and Education Reform: A Framework for Sustainability. Policy Paper Series.

Research Triangle Inst., Research Triangle Park, NC. Center for International Development.

Pub Date—1997-05-00

Note—30p.

Pub Type— Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Educational Finance, *Educational Resources, Elementary Secondary Education, Equal Education, Expenditure Per Student, Foreign Countries, *School Restructuring, *School Support, Tax Effort, Teacher Salaries

Identifiers—*Latin America

Much of the recent discussion on basic education finance in Latin America points to a decline in education funding and to problems in the political economy of the education sector. This paper presents findings of a study that reviewed the existing framework for education finance and proposed a more organic linkage between education finance and education reform. The paper suggests that increased funding for basic education will result in better and more equitable education only if the system deals first with the issue of accountability. Following the introduction, section 2 reviews the historical evidence leading to the current trends on education finance in Latin America. The section asks if the current crisis in education finance is relegated only to public finance, suggesting that the private cost of public education may be picking up the difference. Section 3 reviews the main prescriptions given by analysts and governments concerning the uses for increased education funding, and discusses the myths surrounding some of those prescriptions, as well as the links between the sustainability of each prescription within a context of accountability. The fourth section analyzes the overall links between accountability and finance, and suggests a sequence for policy reform leading to increase public spending, leading in turn to increased efficiency in resource use, increased quality, and equity. Six tables and one figure are included. Six tables and one figure are included. (Contains 53 references.) (LMI)

ED 412 613 EA 028 673

Newbill, Sharon L. Stubbs, Jeanne P.

Interactive Spheres of Influence: A High School Culture.

Pub Date—1997-03-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, High Schools, Magnet Schools, School Administration, *School Attitudes, *School Culture, Student Attitudes, *Student Motivation, *Student School Relationship

This paper describes findings of research that explored the meanings and experiences of high school students in a Business Technology and Communications magnet high school located in a large, urban school district (Georgia) that has been under court-ordered desegregation since 1985. Data were obtained through classroom observations, focus-group discussions with a total of 112 students, analysis of program evaluations, and analysis of students' autobiographical structured writings. The study identified three spheres of influence in the school—students, parents, and teachers/administrators. Students described a deep incompatibility between their culture and that of the adults, suggesting that the school culture lacked attitudinal qualities that promote a facilitative environment for all students. The data led to the development of a grounded theory of facilitative learning environments. A facilitative learning environment is characterized by individual respect, acceptance, and opportunities for influence in the school. The greater the alignment between students' values about education and teachers' actual teaching practices, the more enthusiastic will be student engagement. (Contains 31 references.) (LMI)

ED 412 614 EA 028 674

Bank, Barbara J. Spencer, Dee Ann

Effects of Magnet Programs on Educational Achievement and Aspirations.

Pub Date—1997-10-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Aspiration, High School Graduates, High Schools, *Magnet Schools, Outcomes of Education, *Self Esteem, Voluntary Desegregation

Although a number of studies have shown that magnet programs have positive effects on educational outcomes for students, most of the outcome measures examined are tests taken before students graduate. This paper attempts to extend those studies by using survey data provided by graduates from a large, urban high school to compare the effects of the magnet and nonmagnet programs on subsequent education aspirations and achievement. The paper suggests that positive effects of magnet schools on educational outcomes may be indirect effects due to the increases in self-esteem that result from being a "special student in a special school." Data were obtained from a questionnaire sent to all graduates of the high school who had received their diplomas during 1984-91 (n=2,780). A total of 336 questionnaires were returned, a 12.1 percent response rate. The data show that graduates from magnet programs had significantly higher educational aspirations than did those who graduated from the nonmagnet program. Although self-esteem also had positive effects on educational aspirations, those effects were independent of—and did not explain—the effects of magnet schools. Self-esteem, but not attending magnet schools, also was found to have significant, positive effects on educational achievement; however, other findings indicate that positive effects for magnet programs on educational achievement were likely to appear with the passage of more time since high school graduation. To summarize, the findings support the conclusion that magnet programs have moderate but long-lasting effects on the educational aspirations of male and female students who come from diverse race/ethnic and social class backgrounds. Two tables are included. (Contains 11 references.) (LMI)

ED 412 615 EA 028 675

Brunner, C. Cryss

Searching the Silent Smiles of Women Superintendents: Did You Say Something?

Pub Date—1997-09-00

Note—45p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Interprofessional Relationship, *Leadership Styles, Organizational Climate, Organizational Communication, Participative Decision Making, *Superintendents, *Women Administrators

While numerous feminist scholars have written about "silence," few have focused on the silence of women in powerful masculinized positions such as the superintendency. The purpose of the paper is to expose the silencing, the disallowing of voice in actual practice, or the "unnatural silence" (Olsen 1978) of women superintendents through a postpositivist qualitative examination of their talk. Data were gathered through interviews conducted with 13 women superintendents and with 2 people who had professional relationships with each of them (n=26), for a total of 39 interview respondents. The findings show that unnatural silence was a consistent counterpart to the women's experiences of voice. Further, all categories of settled talk (voice) found the women framing their experiences well within the traditional normative rules governing the behavior of women in our culture. When the women broke the rules they faced negative consequences. The categorization of unsettled and settled talk created a disturbance in what has traditionally been the settled rhetoric of educational administration. In the past, settled talk included: (1) power as dominance; (2) listening; (3) a masculine approach; (4) use of mouthpieces; and (5) being verbally responsible. The study found that two new configurations of settled and unsettled talk emerged from the narratives of women superintendents. With the current shift in the literature toward the valuing of shared, collaborative leadership, an opportunity for the reshaped-settled talk has emerged. A "soft" leadership approach, the notion of caring, and shared leadership are now accepted practices. One figure is included. (Contains 6 endnotes and 82 references.) (LMI)

ED 412 616 EA 028 682

Florestal, Ketleen Cooper, Robb

Decentralization of Education: Legal Issues. Directions in Development.

World Bank, Washington, DC.

Report No.—ISBN-0-8213-3933-8

Pub Date—1997-00-00

Note—47p.; A preliminary version of this paper was presented at the Annual Meeting of the Comparative and International Education Society (March 24, 1997).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decentralization, *Decision Making, *Educational Administration, Educational Change, Educational Planning, Elementary Secondary Education, Institutional Autonomy, *Legislation, *School Based Management

Identifiers—*Basic Education, *Reform Efforts

In practice, most education systems have both centralized and decentralized elements. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level. This book is intended to inform education policymakers, planners, and practitioners about international experience in the legal aspects of decentralizing basic education. It also provides a basic understanding of how laws and regulations can be used for education reform. For purposes of the discussion, decentralization is used to describe efforts to transfer decision making power in basic education from the administrative center of a country to authorities closer to users. The term is also used in a more technical sense to describe one of the many forms this type of reform can take, and in this sense it is contrasted with deconcentration and devolution as educational reforms. The first section examines the general legal aspects of decentralization, and the second looks more closely at decentralization laws and regulations. The third section is, in effect, a checklist of items that should be included in decentralization laws, and the fourth section provides a road map to help the planner prepare and implement the laws required for reform. Although an effort has been made to keep the discussion general enough for use in many countries, the analysis is based on the legal systems of the Western world or those that they inspired. (Contains 35 references.) (SLD)

ED 412 617 EA 028 691

Weighted Student Formula: Budget Allocations to Schools for the 1997-98 School Year.

Seattle Public Schools, WA.

Pub Date—1997-00-00

Note—29p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, Educational Administration, *Educational Finance, Educational Planning, Elementary Secondary Education, Enrollment Projections, Financial Support, *Resource Allocation, *School Based Management, *Student Characteristics

Identifiers—Formula Funding, *Seattle Public Schools WA, *Weighted Pupil Method

Projections in this document form the basis of the site-based budget planning process for schools in the Seattle (Washington) School District. These projections are based on the Weighted Student Formula approved by the School Board in February 1997. The Weighted Student Formula is based on three principles: (1) resources follow the student; (2) resources are denominated in dollars and not in full-time-equivalent staff; and (3) the allocation of resources varies by the personal characteristics of each individual student. Each school will receive a foundation allocation for basic administrative operation and a weighted student allocation based on the characteristics of students. Section I provides an overview of the Weighted Student Formula allocation system. The discussion includes an overview of the formula, its basic mathematical underpinnings, the weightings assigned to various student characteristics, and a timeline for implementation of the formula. Section II summarizes the district's predictions of budget resources to be allocated to every school in the district on a school-by-school basis. The level of funding driven to each school through the formula is projected based on the projection of student enrollments and district funding reductions. These projections should be the basis of the school's site-based budget planning process. A grade-level-by-grade-level breakdown of the enrollment projections for each school and supporting presentation materials are also included. (SLD)

ED 412 618 EA 028 692

Kane, Pearl R.

Emerging Issues in K-12 Independent School Governance. AGB Occasional Paper No. 14.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1992-00-00

Note—21p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Boards of Education, Demography, *Economic Factors, *Educational Administration, Educational Change, Educational Planning, Elementary Secondary Education, *Private Schools, *Trustees

There are approximately 1,500 independent schools in the United States, varying widely in philosophy, organization, and style. This paper addresses changes that have developed in and around independent schools and within their boards, discusses the implications of these changes for trustees, and examines the challenges confronting independent school boards. The largest single problem confronting independent schools is the need to fill seats. Demographic change, the economic recession, and competition from public schools are all factors that affect enrollment. Another challenge is the increasingly difficult administration of independent schools, which have become complex organizations. Economic pressures have immensely complicated administration of independent schools, and a consumerist attitude on the part of parents has replaced the familial feeling that once characterized their relationship with the school. Interviews with 47 people directly and indirectly involved with the boards of independent schools indicate that there are four major issues facing independent school boards: commitment, composition, structure, and board/head relations. These findings underscore the need for trustee education. To meet these challenges, boards will need to tap the skills and knowledge of their members to the fullest. Boards will need educational plans for their own development just as they need strategic plans for their institutions. (SLD)

ED 412 619 EA 028 693

Suransky-Dekker, Caroline

Portraits of Black Schooling in South Africa.

Pub Date—1997-00-00

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apartheid, Authoritarianism, *Black Students, College Students, Curriculum, Discipline, *Educational Experience, Foreign Countries, Language Proficiency, Racial Differences, Racial Segregation, Second Language Learning, Student Characteristics, *Student Teachers, *Teacher Education, Violence

Identifiers—*South Africa

This study offers a portrait of the schooling experiences of black South African student teachers. Approximately 1,000 students were involved in the study, which was conducted over 5 years. The project was designed to help the instructor examine curriculum studies courses for their ability to enable student teachers to reflect on their own practice and engage in curriculum issues. Most students at the university (University of Durban-Westville) are black and of Indian or African descent, but the student body is greatly diversified in terms of ethnicity, economic status, language, and religion. They graduated from high school in a number of different education departments, each for an exclusive race or ethnic and language group. Common themes emerged from their experiences. The first is that schools are violent places, characterized by political, state-linked, or gender violence. A second theme is that South African schools for blacks are steeped in authoritarian culture, a reflection of the apartheid system. Another characteristic of the schools is that learning meant memorizing, that school success meant regurgitation of facts. A fourth theme was that learning is very difficult for the poor. A final common theme was that language makes a big difference. Black African children typically had to learn in a second or third language, and could be punished for speaking their own languages. The experiences of black students hold a number of implications for curriculum instruction, and require taking into account the discrepancies between the approaches being taught in teacher education and the actual experiences of students in their own schooling. (Contains 11 references.) (SLD)

ED 412 620 EA 028 694

Achilles, C. M. Achilles, Susan H.

The Imperative of Service in the Professor's Role.

Pub Date—1997-08-00

Note—22p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (51st, Vail, CO, August 1997).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *College Faculty, *Educational Administration, Educational Improvement, Educational Practices, Educational Research, Ethics, Higher Education, *Information Dissemination, Instructional Leadership, Knowledge Base for Teaching, *Services, *Teacher Role

In the professorial role's traditional triad of teaching, research, and service, research (publishing) and teaching get more attention than service. If professors are to be part of improving education in America's schools, they must define service more broadly, and they must give greater attention to the service role. Education should be conceptualized as a profession of practice, and it should be a profession that embodies its practice in a statement of professional ethics and behavior. Real educational improvement will come only when educators use what is known (the knowledge base for teaching), evaluate it carefully, extend it, and continue a research agenda built on education issues. Education administration (EDAD) professors should teach research results from education research and can influence the technical core of education. Professors have a major service role to play in improving education and in making sure that improvement rests on what research has shown to be effective. They also have a major service role to play in helping shape public opinion about education. Once research has developed a reasonably sound knowledge base for education, a concerted national leadership needs to advocate that these advances be implemented. Professorial service roles linked to this advocacy include: (1) conducting policy research; (2) assisting in local applications of the knowledge base; (3) publishing nonresearch as service; (4) giving attention to what does not work and what does work to help guide practitioners; and (5) exerting leadership for strong moral standards. Three appendixes discuss problem formulation, key elements of business and education, and an example of the potential of education for malpractice. An attachment presents a group activity related to education malpractice. (Contains 2 tables and 17 references.) (SLD)

ED 412 621 EA 028 695

Uerling, Donald F.

Sexual Harassment.

Pub Date—1997-10-00

Note—16p.; Paper presented at the Annual Women in Educational Leadership Conference (11th, Lincoln, NE, October 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Civil Rights, Constitutional Law, *Court Litigation, Elementary Secondary Education, *Federal Legislation, Higher Education, Legal Problems, *Sex Discrimination, Sexual Abuse, *Sexual Harassment, *State Legislation

Identifiers—Civil Rights Act 1964, *Title IX Education Amendments 1972

This paper sets out the legal grounds for sexual harassment claims in education settings, and notes a number of pertinent cases that are illustrative of common legal and factual issues. Sexual harassment, including sexual abuse, is prohibited by federal and state statutes. Sexual harassment in the context of employment constitutes employment discrimination that violates Title VII of the Civil Rights Act of 1964. Several court cases define the employer's responsibility when employees are sexually harassed or become objects of sexual discrimination. Another issue that arises is the sexual abuse of students by teachers and other employees. A teacher's sexual molestation of a student is an intrusion of the child's bodily integrity, which is protected by the Constitution. Cases are cited that define sexual abuse in such cases and establish students' constitutional rights. Sexual harassment of students by school employees is also a violation of Title IX of the Education Amendments of 1972, as court judgments have upheld. In some cases, claims may be both constitutional and statutory, in that they are based on specific state or federal law. The weight of judicial authority seems to be that student-on-student sexual harassment is not actionable under Title IX. Educational administrators need to be cognizant of sexual harassment issues from both legal and practical perspectives, protecting individuals from the consequences of harassment and themselves and their institutions from the consequences of civil rights investigations and litigation. (SLD)

ED 412 622 EA 028 696

Thom, Douglas J.

Leadership Worldwide: The Christian Conscience Factor.

Hong Kong Council for Educational Administration.

Report No.—ISBN-0-88663-017-7

Pub Date—1996-08-00

Note—172p.

Pub Type— Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Christianity, *Educational Administration, Educational Finance, Elementary Secondary Education, Ethics, Foreign Countries, Futures (of Society), *Leadership, Leadership Responsibility, *Moral Values, Religious Cultural Groups, *Values Education, Western Civilization

Identifiers—*Conscience

Leadership has always had an important spiritual dimension. This book is about that dimension and how it continues to grow in importance. Leadership, as discussed, includes formal leading within education, government, business, and other fields, and general leading at any level. Part 1 of the book provides a general overview of the condition of the world, and Part 2 reviews the state of leadership. Part 3 explains the importance of Christian conscience in the scheme of things, building on the Educational Leadership and Conscience (TELC) model originally presented in the author's "Educational Management and Leadership: Word, Spirit, and Deed for a Just Society" (1993). Part 4 considers leadership in the future, and includes a discussion of the role of conscience in the financing of education. Some parallels are traced between the educational systems of Hong Kong and North America, and it is argued that education of the future should combine the best of Eastern and Western worlds to find a balance between individualism and collectivism. A "Leadership with Christian Conscience" (TLCC) model is developed that moves beyond educational administration to the general scope of leadership. Six appendixes contain some prayers, poems, and other Christian items including the case study of a successful application of leading with Christian conscience in the reorganization of a Canadian municipality by Bruce Thom and a discussion of the forgiving environment by Daniel Klassen. Two figures illustrate the TELC and TLCC models. (SLD)

ED 412 623 EA 028 697

Bare, John

The Impact of the Baby Boom Echo on U.S. Public School Enrollments. Issue Brief.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—1997-10-00

Note—4p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Baby Boomers, Elementary Secondary Education, Enrollment, Enrollment Projections, *Enrollment Trends, Hispanic Americans, *Immigration, *Population Trends, Private Schools, *Public Schools, *School District Size, School Holding Power, Urban Areas, Urban Schools

Children of the Baby Boom generation have set off a population explosion in U.S. schools. This dramatic enrollment growth, known as the Baby Boom echo, began in the nation's elementary schools in 1984, and elementary enrollment has increased annually since then. At the secondary level, enrollment increases began in 1991 and are expected to continue through the year 2007. Combined public and private high school enrollment is expected to reach 16.4 million by 2007, a 13 percent increase from 1997, and total enrollment is expected to reach 54.4 million by 2006. While the Baby Boom echo is the primary reason for this increase, other key reasons include: a higher birth rate among Hispanics and other minorities, increases in immigration, especially in point-of-entry cities, more children enrolled in prekindergarten and kindergarten, and a larger share of students remaining in school to get their diplomas. There is a distinct regional pattern to effects of the Baby Boom echo, with increases in western states, and declines in the Northeast and most of the Midwest. Rapid and uneven growth, which places burdens on state and local education agencies, will be characteristic of future enrollment changes. The number of classroom teachers is expected to increase from 3.1 million in fall 1997 to 3.3 million in fall 2007, and expenditures for public elementary and secondary schools are expected to increase 22 percent from 1996-97 to 2006-07. A table lists the 10 public school districts with the largest enrollment increases, and a second table shows enrollment in kindergarten through grade 12 by region and state through 2007. (SLD)

ED 412 624 EA 028 698

Bryk, Anthony Camburn, Eric Louis, Karen Seashore

Professional Community in Chicago Elementary Schools: Facilitating Factors and Organizational Consequences. Revised. Final Deliverable to OERI.

Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.

Pub Date—1997-04-00

Contract—R117Q00005-95

Note—46p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collegiality, Educational Cooperation, Elementary Education, *Elementary Schools, Learning Strategies, *Organizational Effectiveness, *School Restructuring, School Size, Socialization, *Urban Schools

Identifiers—*Chicago Public Schools IL, Hierarchical Linear Modeling, Organizational Learning, *Professionalism

Attention to professional community has increased markedly over the last few years as part of both practitioner and scholarly efforts to promote improvements in student learning. Interest in this area joins two previously distinct literatures—one dealing with the benefits of communal school organization, another with enhanced teacher professionalism—to formulate a theoretical framework for a school-based professional community. Using data from a large urban school district, this paper empirically tests the impact of structural, human, and social factors on the emergence of school-based professional community and the extent to which such developments in turn promote more productive organizational functioning. Data were obtained from a survey of public school elementary teachers in Chicago administered during spring 1994 to 5,690 teachers in 248 elementary schools. Three core practices are found in a school-based professional community—reflective dialogue among teachers, deprivatized practice, and peer collaboration. The findings also underscore the importance for small school size as a key structural factor. Perhaps the most important and hopeful conclusion is that a professional community can exist in very ordinary urban schools. Moreover, positive teacher reports about professional community came from a wide cross-section of schools. One table is included. Appendices contain methodological notes. (Contains 60 references.) (LMI)

ED 412 625 EA 028 699

Rollow, Sharon G. Yanguas, Maria Josefina

The Road to Emergent Restructuring and Strong Democracy: One Chicago School's Experience of Reform. Draft Deliverable.

Wisconsin Center for Education Research, Madison.; Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-07-05

Contract—R117Q00005-95

Note—84p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education Programs, *Educational Change, *Educational Improvement, Elementary Education, Elementary Schools, *Parent Participation, Politics of Education, *School Restructuring, Teacher Participation

Identifiers—Chicago Public Schools IL, Learning Communities

Thomas Elementary School serves a poor, predominantly Latino neighborhood in Chicago (Illinois). This paper reviews some of the developments within each of the school's three sites of power—parents, the principal, and the faculty—and considers the important role of social capital in this immigrant community. Data were obtained through observation and interviews with the principal, teacher leaders, parents, and members of the school community. During the 4 years of observation, the Thomas school community progressed from a stage of uncertain politics when the principal was new, to a maintenance politics when the first school-improvement plan and budget were written, to an emergent democracy where contentious issues of bilingual education were debated. The school also saw developments in school-improvement activities from an early stage of peripheral academic initiatives, to a first stage of systemic change labeled "emergent restructuring." Factors for successful change included an active, supportive parent group; a principal with a vision for a bilingual school who encouraged participative decision making; committed teacher leaders; and trust between parents and professionals. Positive social relations enhanced democratic participation, which strengthened social capital, which in turn facilitated systemic educational change. (Contains 45 endnotes and 24 references.) (LMI)

ED 412 626 EA 028 700

Newmann, Fred M.

Center on Organization and Restructuring of Schools: Activities and Accomplishments, 1990-1996. Final Report.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-08-31

Contract—R117Q00005-95

Note—29p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Educational Change, Elementary Secondary Education, Human Capital, Learning Strategies, *Performance, *School Organization, *School Restructuring

Identifiers—University of Wisconsin Madison

From 1990 to 1995, the Center on Organization and Restructuring of Schools at the University of Wisconsin-Madison examined questions about the effects of school restructuring on student performance. Center researchers analyzed data from more than 1,500 elementary, middle, and high schools throughout the United States and conducted field research in 44 schools in 16 states. The Center studies how organizational features of schools can be changed to increase the intellectual and social competence of students. The 5-year program of research focused on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management, and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students. The studies also focused on critical issues for elementary-secondary education: student achievement, educational equity, decentralization, communities of learning, and change through support. The research was carried out through 18 different studies that gathered data through literature reviews and analysis of the following sources of empirical evidence: School Restructuring Study, National Educational Longitudinal Study of 1988, Study of Chicago School Reform, Longitudinal Study of School Restructuring, and exploratory field studies on social capital. The findings show that school restructuring can improve student learning, but must be clearly focused on four key areas: student learning, authentic pedagogy, school organizational capacity, and external support. The research also underscored the importance of building social capital. Information is provided about the Center's deliverable products; research dissemination; publications; and workshops, conference presentations, and consulting services. (Contains 13 references.) (LMI)

ED 412 627 EA 028 701

Shirley, Dennis

Texas' Alliance Schools: Developing Strategies of Social Capitalization in Schools and Communities. Final Deliverable for OERI. Prepublication Draft.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-00-00

Contract—R117Q00005-95

Note—47p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Economically Disadvantaged, Elementary Secondary Education, *Human Capital, Parent Participation, *Parent School Relationship, *Partnerships in Education, *School Community Relationship, School Culture, Urban Schools

Identifiers—San Antonio Independent School District TX, Texas (San Antonio)

The transformation of education and the formation of social capital in Texas has been brought about by local organizations of the Texas Industrial Areas Foundation, or the Texas IAF. The organizations have operated in innercity neighborhoods to develop mutually reinforcing matrices of school improvement and community uplift. By 1992 Texas IAF organizations had developed a partnership with the Texas Education Agency to create a network of 20 "Alliance Schools." This paper describes the manner in which Texas IAF organizations built social capital in the Alliance Schools and their surrounding communities in one city in Texas. The paper first briefly describes the purpose, internal structure, and methods of community organization of the Texas IAF. The next section describes the Texas IAF's politics of education in San Antonio, the city in which IAF organizations have most transformed both the power structure of the city and the operating processes of the public schools. The next section critiques the Texas IAF's school work and suggests ways in which that work can inform and enrich social capital theory. The paper sketches out a vision and practice of citizenship organization that can counteract America's declining social capital through tenacious forms of neighborhood and school improvement in the nation's central cities. (19 footnotes.) (LMI)

ED 412 628 EA 028 702

Wynn, Joan R.

Bike Shops, Tumbling Teams, and Other Primary Supports: Opportunities for Learning and Civic Life. Final Deliverable to OERI. Draft.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-05-00

Contract—R117Q00005-95

Note—43p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Human Capital, *Partnerships in Education, *School Community Relationship, *Social Networks, *Student Development, Student Experience, Volunteers

Voluntary associations can powerfully contribute to the learning and development of young people and operate in ways that both rely on and extend social capital. In this paper these associations are called "primary supports" because they focus on promoting the learning and development of all young people and because of the presence and ongoing investment of adults. This paper focuses on art, drama, and music groups; sports teams; afterschool programs; religious youth groups; youth entrepreneurship and community-service opportunities; and the resources of parks, libraries, community centers, and settlement houses. The paper begins by highlighting the contribution of primary supports to learning and development, and the ways in which primary supports both depend on and generate social capital in the course of promoting development. The paper next considers two different kinds of connections between primary supports and schools. The first is what primary-support practices may offer to schools as institutions, with their potential to serve as models for instructional practice. The second concerns the complementarity between primary supports and schools and the ways in which creating connections among them may enhance what each is able to achieve for the learning and development of young people and for the creation of social capital. Building connections among individuals and institutions important in the lives of young people is one way to work toward creating mutually reinforcing opportunities for youth. In sum, connections among individuals in networks of voluntary association are the basis of civic engagement and action. (Contains 50 references.) (LMI)

ED 412 629 EA 028 703

Lee, Valerie E. Croninger, Robert G.

Social Capital and Children's Development: The Case of Education. Final Deliverable to OERI. Prepublication Draft.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-08-16

Contract—R117Q00005-95

Note—53p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Elementary Secondary Education, *Human Capital, *Interpersonal Relationship, *School Community Relationship, *Social Networks, Socialization, Student Development

There is a growing concern about the well-being of children in America and the circumstances that surround their growth and development. One explanation for the social problems that confront young people is a decline in the effectiveness of the social institutions that children rely on for support. The decline in effectiveness leads to a decrease in social ties and resources (social capital) that children require to develop into productive adults. This paper presents an overview of social capital, with a focus on the social and cognitive development of children, and what is known about how social capital influences these processes in schools. The paper begins by laying out how others have defined social capital, followed by a discussion of how social capital might be tied to the cognitive, social, and moral development of children. The third section reviews the literature that links social capital to educational outcomes. The paper concludes with a discussion of the usefulness of social capital in explaining and addressing the difficulties that confront American children. The concept of social capital highlights an important and often neglected perspective on children's development. However, not all forms of social capital promote cognitive development of positive social and moral outcomes. (Contains 83 references.) (LMI)

ED 412 630 EA 028 704

Bryk, Anthony S. Schneider, Barbara

Social Trust: A Moral Resource for School Improvement. Final Deliverable to OERI.

Wisconsin Center for Education Research, Madison.; Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-06-00

Contract—R117Q00005-95

Note—40p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collegiality, *Educational Cooperation, Elementary Secondary Education, *Interprofessional Relationship, *Organizational Communication, Parent Teacher Cooperation, School Restructuring, Social Theories, Teacher Administrator Relationship, *Trust (Psychology), *Urban Schools

Identifiers—*Chicago Public Schools IL

Americans increasingly distrust their educational institutions and the people who work in them. This paper is about the salience of social trust in urban schools and its implication for school reform. The paper describes outcomes of a 5-year project that explored Chicago's (Illinois) attempt to use expanded local participation as a lever for school renewal. The research was based on the notion that the social qualities of trust, respect, and caring are integral to the operations of good urban schools. The paper examines three role relations critical for sustained school change: teacher-teacher, teacher-principal, and teacher-parent relations. Field-work data were gathered through interviews with the principal, selected Local School Council members, and observation. Empirical data were obtained from a survey of students and 1,462 teachers at 64 schools in a probability sample and a survey of students and 4,682 teachers in 206 schools in a volunteer sample. The paper argues that productive collective actions are more likely to occur when relational trust is present among organizational members. In the high-trust Chicago schools, a majority of teachers reported strong tendencies toward innovation. Relational trust creates an environment where individuals share a moral commitment to act in the interests of the collectivity, and this ethical basis for individual action constitutes a moral resource that the institution can draw upon to initiate and sustain change. Finally, relational trust must be founded on voluntary commitments. Contains 5 tables and 27 endnotes. (LMI)

ED 412 631 EA 028 706

Newmann, Fred M. King, M. Bruce Rigdon, Mark

Accountability and School Performance: Implications from Restructuring Schools. Final Deliverable.

Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.

Pub Date—1996-09-15

Contract—R117Q00005-95

Note—70p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, *Educational Improvement, Elementary Secondary Education, Human Resources, *Organizational Development, *Organizational Effectiveness, Organizational Theories, *Performance, School Restructuring

One prominent approach to school improvement focuses on strengthening school accountability. This paper explains how three main issues keep the theory (which links school accountability to school performance) from working in practice. The issues involve: (1) implementation controversies dealing with standards, incentives, and constituencies; (2) insufficient efforts to build organizational capacity; and (3) failure to recognize the importance of internal school accountability. The study examined the nature and extent of accountability in 24 "restructuring" elementary, middle, and high schools in 16 states. The data indicate that strong accountability was rare; organizational capacity was not related to accountability; schools with strong external accountability tended to have low organizational capacity; and strong internal accountability tended to reinforce a school's organizational capacity. The findings suggest that external agencies trying to increase school accountability should pay more attention to stimulating the kind of internal accountability that is linked to organizational capacity. The data were derived from observation, interviews, surveys of teachers and students, and document review. Appendices contain methodological notes, 2 figures, and 2 tables. (Contains 17 endnotes and 57 references.) (LMI)

ED 412 632 EA 028 707

Peterson, Kent D. Marks, Helen M. Warren, Valli D.

SBDM in Restructured Schools: Organizational Conditions, Pedagogy and Student Learning. Final Deliverable for OERI.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1996-08-00

Contract—R117Q00005-94

Note—43p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Analysis of Variance, Elementary Secondary Education, *Governance, Leadership, *Participative Decision Making, *School Based Management, *School Organization, *School Restructuring, Teacher Empowerment

One of the most widespread restructuring reforms involves decentralizing decision making to schools and sharing decision making with a variety of groups. This paper presents findings of a study that examined the organizational conditions in schools using School-Based Decision Making (SBDM) where there is higher quality instruction and greater student learning. The study examined the variation in structures used for SBDM, the arenas for SBDM decision making, as well as the role of principals and others in this form of governance. It also examined how organizational features vary in SBDM schools, with an investigation of relationships among school size, complexity, gender of staff, sense of empowerment, professional community, goal consensus, power relations, and principal leadership. Finally, the study provides a picture of factors found in schools with higher levels of authentic pedagogy and student learning. Data were obtained from 24 public schools undergoing restructuring through an analysis of school profiles, questionnaires of over 900 teachers, site visits, observations of 144 teachers, an analysis of student work, interviews with teachers, and document analysis. Findings indicate that when schools choose to restructure, one of the most prevalent changes is the establishment of new, decentralized governance structures. These often consist of several common features, including school-level councils, a mix of participants, new arenas for decision making, and increased discretion over budget, curriculum, and personnel. Second, there is considerable variation in intermediate conditions such as teacher sense of empowerment and professional community. Third, SBDM alone is not associated with variation in instructional quality or student learning using measures of authentic pedagogy and learning. Fourth, SBDM alone does not seem to be a sufficient change to foster quality instruction and student learning. Three figures and four tables are included. (Contains 32 references.) (LMI)

ED 412 633 EA 028 708

Secada, Walter G. Harris, Donna Berman, Patricia Wright, Carol

The Response to Student Diversity in Restructured Elementary Schools. Final Deliverable to OERI.

Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Pub Date—1996-08-00
Contract—R117Q00005-95
Note—42p.; Earlier version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1995).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Grouping, *Cultural Differences, *Cultural Pluralism, *Diversity (Student), Elementary Education, Organizational Objectives, *School Culture, *School Restructuring, Student Placement

One of the most persistent challenges facing schools is how to respond to diversity as reflected in student race, gender, ethnicity, language, social class, and ability. This paper presents findings of a study that investigated how eight elementary schools undergoing restructuring responded academically to student diversity and how a school's normative beliefs and structural characteristics influenced its responses. Data are from the Center on Organization and Restructuring of Schools' school-restructuring study. Methods included observation of six teachers at each school and interviews with teachers, administrators, parents, community members, and representatives of external agencies. The results suggest that even though elementary schools try to balance between differentiation and the provision of common experiences as an academic response to student diversity, the balance often tilts in one or another direction. Moreover, the balance will tilt to create a dominant response that supports providing common experiences to all students when the school adopts pedagogical practices that, to some extent, depart from conventional practice; when school staff share values about pedagogy and about the student as a whole person; when the school's leadership supports those values; and when the school engages in capacity-building efforts to address student diversity among its regular education programs. The findings also suggest that schools that lack any of these conditions or that are focused on what makes students different from one another are likely to tilt in the direction of providing programs that differentiate student experiences. Three tables are included. (Contains 33 references.) (LMI)

ED 412 634 EA 028 710
Louis, Karen Seashore Marks, Helen
Does Professional Community Affect the Classroom? Teachers' Work and Student Experiences in Restructuring Schools.
Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-09-25
Contract—R117Q00005-95
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Educational Administration, Educational Change, *Educational Environment, Educational Experience, Educational Practices, Elementary Secondary Education, Models, *Organization, School Culture, *School Restructuring, *Teachers, Values
Identifiers—Authenticity, *Professional Community

A study examined the impact of school professional community on the intellectual quality of student achievement (authentic achievement) and the relationship of professional community to the technical and social organization of the classroom, including the mediating relationship of these classroom organizational features on authentic achievement. Professional community is a school organizational structure with an intellectually directed culture typified by shared values, focus on student learning, collaboration, deprivatized practice, and reflective dialogue. Data were collected as part of the School Restructuring Study of the Center on Organization and Restructuring of Schools. Eight elementary, eight middle, and eight high schools were selected. Surveys were completed by 910 teachers, and the instructional practices of 144 teachers were studied according to a view of authentic pedagogy. School professional community was found to be most characteristic of elementary schools and least characteristic of high schools. Findings strongly support the conceptual model posited, that the organization of teachers' work in ways that promote professional community has significant effects on the organization of classrooms for learning and the academic performance of students. Professional community among teachers was associated with both authentic pedagogy and social support for achievement among students. Appendixes discuss the construction of study variables and correlations among variables. (Contains 2 figures, 3 tables, and 75 references.) (SLD)

ED 412 635 EA 028 711
Rollow, Sharon G. Bennett, Michael
Parents' Participation and Chicago School Reform: Issues of Race, Class and Expectations.
Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-06-00
Contract—R117Q0005-95
Note—71p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Attitudes, Black Students, Case Studies, *Community Involvement, Educational Administration, *Educational Change, Elementary Education, Expectation, Instructional Leadership, *Parent Participation, *Participative Decision Making, *Principals, Racial Differences, School Based Management, School Restructuring, Social Class, Urban Schools
Identifiers—*Chicago Public Schools IL, *Local School Councils, Reform Efforts

Most studies of the early implementation of Chicago (Illinois) school reform have focused on the creation and early functioning of the Local School Councils (LSCs). This study is concerned with understanding the resources that different school communities have to embrace the LSC reform, the time frame needed to promote educational change, and the patterns of school micropolitics LSCs stimulate. Case study analysis of one poor, racially isolated elementary school in an African-American community is used to explore these issues. The intricate patterns of relationships among parents and community members on the LSCs and between the LSCs and the school principal were studied for over 5 years, from the first LSC in 1989-90. When reform was first passed, the school was characterized as a patriarchal family with the principal firmly in charge, a situation that was acceptable to all aspects of the school community, but one that was in conflict with the active decision making for parents supported by at least some of Chicago's reform advocates. Tracing the actions of the LSCs through the first three elected councils does not indicate that parents ever wanted, much less assumed, a strong governance role or much influence in educational issues. However, the LSC was effective in solving school-based problems such as building-security issues and the adequacy of the lunchroom food. The LSC also became a vehicle that allowed some parents to develop civic participation skills. By the third LSC, parents were strategizing with the principal to get things done. Key to understanding events at this school was understanding the actions of the principal, whose effectiveness was based on mutual trust and caring with the school community. His leadership was good for the school, although it was not clear that it would promote educational reforms in the future. (Contains 52 references.) (SLD)

ED 412 636 EA 028 712
Marks, Helen M. Secada, Walter G. Doane, Kenneth B.
Social Support for Achievement: Building Intellectual Culture in Restructuring Schools.
Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-10-20
Contract—R117Q00005-94
Note—56p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Diversity (Student), *Educational Change, Elementary Secondary Education, *School Restructuring, *Social Support Groups, Teaching Methods
Identifiers—*Affiliative Behavior, *Intellectual Community, Professional Community, Reform Efforts, Student Engagement

The need for students to experience affiliation and membership is a strong theme in recent thinking on school reform. But affiliation without concern for students' intellectual work and growth defeats the purpose of schooling. This study investigated the sources and mechanisms that sustain intellectually focused affiliation among students, defined here as social support for achievement in diverse learning environments. The study drew on observational, case studies, teacher and student survey data, and essays written by students from an intensive study of 24 nationally selected restructuring elementary, middle, and high schools (surveys completed by 910 teachers and 5,943 students). When teachers build a strong professional community around a conception of intellectual quality, an intellectual school culture results, reinforcing the professional community and offering a solid basis for social support for student achievement and authentic pedagogy. Findings demonstrate that developing an affiliative environment for students and involving them in challenging and engaging work of high intellectual quality are not at odds. An appendix provides an overview of nine schools of particular interest. (Contains 1 table, 2 figures, and 24 references.) (Author/SLD)

ED 412 637 EA 028 713
Braatz, Jay Putnam, Robert D.
Families, Communities, and Education in America: Exploring the Evidence.
Center on Organization and Restructuring of Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1996-07-08
Contract—R117Q0005-95
Note—37p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Involvement, *Educational Improvement, Elementary Secondary Education, *Family Involvement, Outcomes of Education, *Parent Participation, *Research Methodology
Identifiers—*Social Capital

What the empirical evidence suggests about the relationship between parental involvement in noninstructional educational activities or wider networks of community engagement on the one hand and effective schools and student learning on the other is explored. Parent participation is discussed as direct involvement in school governance or as indirect participation in school-community collaborative efforts. It is generally agreed that schools need parental and community involvement to succeed. The concept of social capital refers to features of social organization that improve the productiveness of individuals and groups. As a concept, it originated in claims about the effects of social networks and norms in education in America. The empirical basis of those claims remains controversial, largely because of methodological difficulties, but there is good reason to suspect that many forms of social capital influence education powerfully, including the family, community engagement, and parent-school engagement. Preliminary exploration of three independent measures of educational outcomes (National Assessment of Educational Progress scores, Scholastic Assessment Test scores, and statewide dropout rates) strongly suggests that greater attention should be paid to the possible educational consequences of differing levels of social capital at both family and community levels. These findings raise questions about the methodology, causes, and mechanisms involved in social capital influences on education. Much effort will be needed to test theories linking social capital and educational outcomes and to develop effective social capital intensive strategies for improving education in America. Dilemmas associated with these efforts include equity-efficiency tradeoffs, the link between government and social capital, inclusive versus exclusive social capital, and disparities in class, status, and power. For all its promise, strengthening social capital is not an antiseptic, risk-free strategy for improving education. (SLD)

ED 412 638 EA 028 714

Schoppmeyer, Martin W.

Arkansas School Finance Plan—Unconstitutional Again.

Pub Date—1997-03-00

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, Categorical Aid, *Constitutional Law, Educational Administration, *Educational Equity (Finance), Educational Finance, Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, Gifted, *Legal Problems, School Districts, *Special Education, State Legislation, *State Programs, Vocational Education

Identifiers—*Arkansas

The Arkansas school finance equity suit titled "Lakeview vs. Tucker" was heard in 1994, and the state funding formula was declared unconstitutional. With much difficulty, a new law was passed to combine a number of previously categorical funds into the instructional budget. However, the constitutionality of the new law remains in question. The new act does away with all forms of weighting, which had included special education, vocational education, and education for the gifted and talented. The bill does tend to equalize expenditures per pupil among the districts with the notable exception being districts under a federal court order for desegregation. Ignoring them means that funds-per-pupil meet the Federal Range Ratio, which the proponents of the bill claim meets the test of equity. In fact, more is taken from the apparent equity in one district than in another. The new law violates vertical equity by setting caps on the number of students classified in each of the groups (special, vocational, gifted, or at-risk). The new law also makes Arkansas the only state in the nation where no funds are added for special education over the base amount. This is also probably true for vocational education and for gifted and talented education. Abandoning the weights of the previous law was an error since there are no longer any distinctions due to cost of exceptionality or vocational programs. The new law has been challenged in the courts, but the issue has not yet been resolved, and the constitutionality of the new funding approach remains in question. (SLD)

ED 412 639 EA 028 715

Wang, Chien-Lung

An Analysis of Curriculum Decision-Making in Moral Curriculum Development in Taiwan.

Pub Date—1997-03-27

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Cultural Awareness, *Curriculum Development, *Decision Making, Educational Administration, Elementary Education, Elementary School Students, *Ethical Instruction, Foreign Countries, Health, Interaction, *Moral Development, *Standards, Textbook Content, *Values Education

Identifiers—*Taiwan

In Taiwan, the moral curriculum has been part of the elementary school curriculum for decades. The 1993 edition of the Taiwan curriculum standard has a new subject titled "Morality and Health" that integrates previous "Life and Ethics" and "Healthy Education" subjects. This study explored the curriculum-development process based on the standard, focusing on how members of the curriculum-development group make sense of the standard and what their conception of the real moral curriculum is. The curriculum committee and the editing group of the Taiwan Provincial Institute for Elementary School Teachers' Inservice Education (IEST) consisted of three experts on moral curriculum, one psychologist, one expert on curriculum development, one elementary school principal for the curriculum committee, and three IEST research fellows and three elementary school teachers in the editing group. Observation and interviews revealed that the decision-making process for this combined group was an interactive process that could be divided into two stages. The first was that of initial planning by the editing group and its teacher members, followed by final decisions by the entire group. Defining content, considering the importance of children's experience, and recognizing traditional Taiwanese culture were important considerations for the group. Developing textbook content was another essential concern. Although the rationale of the moral content framework advocated in the curriculum standard remained somewhat unclear, there was clear consensus among the curriculum developers that the content of the moral curriculum should center around children's life experiences. An attachment summarizes the work of the curriculum-development committee. (Contains 16 references.) (SLD)

ED 412 640 EA 028 716

Chandler, Louis

A Dozen (or so) Suggestions for School Reform.

Pub Date—1997-05-00

Note—5p.; Paper presented at the Conference of the Pennsylvania Middle Schools Association (Seven Springs, PA, May 1997).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Counseling, Discipline, Educational Administration, *Educational Change, Educational Improvement, Educational Practices, Elementary Secondary Education, Parent Participation, School Schedules, Self Esteem, *Student Responsibility, *Teacher Role, *Teaching Methods, Test Use

Identifiers—*Reform Efforts

Rapid social change with profound implications for the raising of children contributes significantly to the problems schools face, but it is also true that schools can exacerbate children's problems. Suggestions are made to improve education and to make schools places where children are helped to cope with stress. Current practices that might be modified include: (1) defining the role of schools in terms of academic instruction with education in the basic academic disciplines; (2) re-establishing the role of teacher as primary instructor; (3) restoring the teacher to the focal point of the classroom; (4) regularizing the school schedule to approximate a set routine; (5) trying direct instruction as the primary instructional technique; (6) addressing educational needs in terms of the developmental and cognitive level the child has attained; (7) relying primarily on whole-class instruction directed to the class average; (8) promoting the value of individual achievement with the child assuming personal responsibility for success or failure; (9) using grades and tests that realistically reflect actual student achievement; (10) building self-confidence through realistic academic achievement; (11) directing counseling toward students with problems rather than focusing on preventive programs for groups; (12) setting up and consistently enforcing a brief set of classroom rules; and (13) rather than establishing parent involvement programs, teachers should approach parents individually. (SLD)

ED 412 641 EA 028 717

Corley, Ed

Teacher Perceptions Regarding Block Scheduling: Reactions to Change.

Pub Date—1997-10-18

Note—22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 18, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Block Scheduling, Communication (Thought Transfer), *Educational Change, Educational Innovation, *High Schools, *Secondary School Teachers, *Teacher Attitudes, Time Blocks, Urban Schools

A study of teacher perceptions regarding a proposal to adopt block scheduling was done at a small-city high school located in a predominantly rural county. Semi-structured interviews were conducted with 7 selected teachers from the faculty of 41. Lack of communication was found to be the central theme in the resistance that emerged. This paper explores the errors that were made by those initiating the proposal, the reactions of those involved, and what can be done to salvage the effort. The best outcome of the effort was to reveal sufficient resistance that the block scheduling proposal will be studied for at least another year. This will give the school district time to improve communication and allow the administration to make a commitment to support the teaching staff's decision about its needs under a new schedule. Teachers must be shown that the change is really worth the effort. (Author/SLD)

ED 412 642 EA 028 718

Parra, M. Alicia Daresh, John C.

Developing Educational Leadership in Urban Diverse School Systems.

Pub Date—1997-11-00

Note—13p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, November 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Assistant Principals, College School Cooperation, Diversity (Student), *Educational Administration, Educational Change, Elementary Secondary Education, Higher Education, *Instructional Leadership, *Leadership Training, Limited English Speaking, Low Income Groups, Management Development, Mexican Americans, Minority Groups, Partnerships in Education, *Professional Development, Urban Schools

Identifiers—*Ysleta Independent School District TX

How educational leaders can be prepared to carry out their responsibilities in an effective and sensitive fashion is explored in the context of an urban, diverse school environment by describing the Assistant Principal Leadership Academy of the Ysleta Independent School District, El Paso (Texas). The Academy is a unique professional development program that is tailored specifically to the needs of assistant principals so that they can eventually become effective principals. The Ysleta schools have been committed to the belief that educational change begins with changes in educational leadership, and that the principal must be the central actor in efforts to respond to the needs of all students, especially poor and minority students in the Ysleta district, which borders on Mexico. Over 85 percent of students in the Ysleta district are minorities, about 65 percent are low income, and about 60 percent are of limited English proficiency or do not speak English. The main goal of the Assistant Principal Leadership Academy is to commit, plan for, and implement change in schools through preparation of assistant principals. Partnership with the University of Texas, El Paso and the creation of learning opportunities mean that assistant principals receive instruction that is committed to the fundamental issues of change and improvement for urban minority students. Providing assistant principals with mentors is an important part of providing the support administrators need. Specific professional development goals of assistant principals are identified and promoted as a first step in a comprehensive process of leadership development. (SLD)

ED 412 643 EA 028 719

Male, Trevor Daresh, John

Crossing the Border into School Leadership: Experiences of Newly Appointed Headteachers in England.

Pub Date—1997-11-00

Note—20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, November 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, Administrator Qualifications, *Administrator Role, Administrators, *Educational Administration, Elementary Secondary Education, Foreign Countries, *Instructional Leadership, Special Education, *Teaching Experience, Training

Identifiers—*England, *Head Teachers

This paper reports on a small exploratory study of headteachers in England in 1997. Unstructured interviews were conducted with eight teachers who had been appointed to their first headship within the previous 2 years. The general theme of each interview was to explore the changes to individual perceptions that had occurred following teachers' transition to the headship. Headteachers worked at three elementary, three secondary, and two special education schools (one residential and one day school). None of the respondents had any formal preparation for the post, but seven of the eight demonstrated a career-development profile that was characterized by experiential learning through a number of senior-management positions. All respondents felt that they did not really know the breadth and scope of the headteacher role. They all had underestimated the personal resilience needed for the job, and all reported stress to a level beyond their expectations. These headteachers reported support from the local education agency to be minimal, with the support that was received concentrated on administrative and technical issues surrounding the headship. All of the headteachers reported that most useful personal support came from outside their immediate work environments. These British headteachers did not feel fully prepared for their roles because of their work experience. In contrast, studies of principals in the United States have shown that they do not feel fully prepared in spite of their academic training. The issue for real preparation would seem to be that of the appropriate blending of academic and work experience. (Contains seven references.) (SLD)

ED 412 644 EA 028 722

Gundem, Bjorg B. Sivesind, Kirsten

From Politics to Practice: Reflections from a Research Project on Curriculum Policy and Notes from (Outside and Inside) a National Curriculum Reform Project.

Spons Agency—Royal Ministry of Education, Research, and Church Affairs, Oslo (Norway).

Pub Date—1997-03-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Core Curriculum, *Curriculum Development, *Decision Making, Educational Administration, *Educational Change, Educational Research, Elementary Secondary Education, Foreign Countries, *National Programs, Organization, *Politics, Program Development

Identifiers—*Norway

A comparative research project is being implemented to describe how curriculum guidelines are developed and applied in Denmark, Germany, Norway, Sweden, and Switzerland, and to compare the underlying structures and strategies that influence and determine curriculum work and curriculum-making at different levels of decision making and enactment. This paper describes the project as it is unfolding in Norway. The expectation is that political, programmatic, and practical levels of decision making will be examined. The extensive education reform effort in Norway at this time is characterized as a systemic reform, and as a curriculum-driven systemic reform that implies coherence among school types nationally. This implies a nationally mandated curriculum developed in a political context. At the programmatic level, the reform involves the construction of a core curriculum, principles and guidelines for compulsory schooling, and syllabuses for the subjects taught in elementary and lower secondary school. The interactions of working groups, of groups of leaders of working groups, and an expert group of three professors of education to create the syllabuses are described. The development of the syllabus for school subjects may be said to be an example of a segmented curriculum process. It appears that the professional, programmatic, and political interests were taken care of in segmented areas. Responsibility for coordination has been in the hands of the Ministry of Education. The involvement of the Minister of Education has led to rather firm organizing with regard to the time schedule and the form and level of precision of the content. (Contains 32 references.) (SLD)

ED 412 645 EA 028 723

Fenwick, Leslie T.

Education Policy in Georgia: A Review of Legislation in the 1997 General Assembly.

Pub Date—1997-00-00

Note—19p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Accountability, Administrator Qualifications, Charter Schools, *Curriculum Development, Disadvantaged Youth, Educational Administration, Educational Change, Educational Finance, *Educational Policy, Elementary Secondary Education, Resource Allocation, School Choice, *School Safety, *State Legislation, Teacher Certification, Transfer Students

Identifiers—*Georgia

Sixteen pieces of legislation affecting public education in Georgia were passed by the General Assembly in the 1997 session. Eleven of the 16 are notable, and are discussed in this article. They include: (1) House Bill 567, the School Safety Act of 1997, which makes juvenile court records available to the schools and establishes alternative schools; (2) House Bill 180, Requirements for Transferring Students, which includes the exchange of information about student status in grade 7 or higher; (3) House Bill 681, the Teenage Driver Responsibility Act, which includes release of student information from the school system to the Department of Public Safety; (4) House Bill 383, Middle School Requirements, with an amendment allowing school security personnel to carry weapons; (5) House Bill 214, Flag Instruction; (6) Senate Bill 50, After School Program for Middle School Age Children; (7) Senate Resolution 72, a Driver Education Study Committee; (8) Senate Bill 25, State Superintendent Qualifications; (9) House Bill 165, Homestead Option Sales Tax; (10) Senate Bill 16, Plains High School Named Official State School; and (11) House Resolution 362, Civic Day Proclaimed. Education bills that are still under consideration can be grouped into the following categories: accountability, student attendance, certification requirements, charter schools, school choice, curriculum funding and quality-based education, school safety and the student code of conduct, home schooling, classroom size, taxation, and transportation. Georgia, in spite of recent educational improvements, still lags behind on a number of national comparisons. The state's educational standing in the future will have much to do with its continued success in boosting achievement of poor children who have usually not been served well by the schools they attend. (SLD)

ED 412 646 EA 028 724

Peters, William H. McBride, Ron E.

A Descriptive Assessment of Accelerated Schools Instruction in the State of Texas.

Pub Date—1997-03-28

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Acceleration (Education), Decision Making, Elementary Secondary Education, *High Risk Students, Minority Groups, Professional Development, Program Implementation, Questionnaires, State Programs, Teacher Expectations of Students, Training

Identifiers—*Accelerated Schools, Impact Evaluation, *Texas

The Accelerated Schools Project (ASP) in Texas attempts to improve schooling for students in at-risk situations. Rather than lowering expectations for these learners, the ASP attempts to accelerate progress by maximizing their talent development. The accelerated schools movement in Texas spread rapidly, but few actual data have been collected about the application of accelerated schools concepts or the impact of accelerated schools. The Texas State Education Agency provided researchers with a list of 219 people and schools associated with the accelerated schools concept. Twenty-one percent of the 219 participants replied to a questionnaire developed for this survey. The accelerated schools movement appears to have had its greatest acceptance in elementary schools, and within those schools, minorities accounted for over 70 percent of the school population meeting the criteria for ASP at-risk students. Many schools identified themselves as accelerated if they have incorporated such techniques as assessing student learning styles, cooperative learning, use of educational technology, and hands-on manipulatives. Other schools characterize themselves more generally, but some appeared to reflect a deeper understanding of the accelerated model related to decision making and accelerated curricula. Schools identifying themselves as accelerated reported successful outcomes of a wide variety. Respondents also reflected a wide variety of training in the accelerated schools model. Overall, it appears that the language of accelerated schools is frequently used, but an understanding of the accelerated schools concept is less readily apparent. Much training did not appear to follow ASP guidelines. This study is limited by the low rate of questionnaire return, but gives some ideas about the implementation of accelerated schools in Texas. The questionnaire is attached. (Contains seven references.) (SLD)

ED 412 647 EA 028 725

Dorman, Jeffrey P.

Classroom Environment in Australian Catholic Schools: A Study Utilising Quantitative and Qualitative Methods.

Pub Date—1997-03-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Catholic Schools, Coeducation, Data Collection, *Educational Environment, Foreign Countries, *High School Students, High Schools, Qualitative Research, *Religious Education, Research Methodology, *Secondary School Teachers, Single Sex Schools, Student Attitudes

Identifiers—*Australia

This paper reports learning environment research conducted in Australian Catholic high schools. A two-stage methodology involving quantitative and qualitative data-collection methods was employed. In the first stage, a sample of 1,719 students and 160 teachers responded to a specially developed classroom-environment questionnaire. Results indicated that Catholic girls' schools had more positive classroom environments than Catholic coeducational and boys' schools. The environments of religion and science classes were remarkably similar. Stage 2 of the study used interview techniques in 2 schools to establish 3 assertions; interviews of 2 administrators, 3 teachers, 2 parents, and 12 students from each of 2 schools were conducted. Three findings stand out: First, commitment to a set of values is important to generating positive learning environments. Second, formal pastoral care does not guarantee positive learning environments. Third, religion teachers utilize strategies found successful in other curriculum areas. The methodology of the study demonstrated the usefulness of employing quantitative and qualitative methods in one learning environment study. (Contains 1 figure, 6 tables, and 42 references.) (Author/SLD)

ED 412 648 EA 028 726

Dorman, Jeffrey P.

Associations between School Environment and Environment in Religion Classes in Australian Catholic High Schools.

Pub Date—1997-03-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Catholic Schools, Data Collection, *Educational Environment, Foreign Countries, *High School Students, High Schools, Qualitative Research, *Religious Education, Research Methodology, *Secondary School Students

Identifiers—*Australia

This paper describes a study of links between school environment and classroom environment in Catholic high schools in Australia. A sample of 893 students in 40 grade-9 and grade-12 religious education classes and 80 teachers of religious education in Catholic high schools was used to assess 4 dimensions of school environment (Empowerment, Student Support, Affiliation, and Mission Consensus) and 3 dimensions of classroom environment in high schools (Student Affiliation, Interactions, and Cooperation). Associations between these dimensions of school and classroom environment were investigated using simple, multiple, and canonical correlation analyses. In general, results indicated weak relationships between school and classroom environment, and they reinforced the view that characteristics of school environment were not transmitted automatically into religion classrooms. An appendix contains the school and classroom environment questionnaires. (Contains 4 tables and 31 references.) (Author/SLD)

ED 412 649 EA 028 727

McChesney, Jim

Renewing Schools.

ERIC Clearinghouse on Educational Management, Eugene, OR.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RR93002006

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (single copies, $2.50; bulk orders, 10 or more, $2 each; Virginia residents add 4.5% sales tax).

Journal Cit—Research Roundup; v14 n1 Fall 1997

Pub Type— Collected Works - Serials (022) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Administration, *Educational Change, *Elementary Secondary Education, Low Income Groups, Minority Groups, *Partnerships in Education, *Political Influences, Program Evaluation, *Readiness, *School Restructuring, Urban Schools

Identifiers—*Reform Efforts

This publication reviews works on educational reform that represent attempts to do more than merely respond in knee-jerk fashion to political pressure for reform. Bruce Joyce and Emily Calhoun, in "Learning Experiences in School Renewal: An Exploration of Five Successful Programs" (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1996) look at case studies of diverse districts across the nation that have made dramatic improvements in student learning through synergistic combinations of well-implemented programs. In "An Ethnographic Snapshot of a Successful Elementary School in Educating Low Income Minority Children" (Missouri City, Texas: Executive Steering Team Achievement Gap Task Force Group, Fort Bend Independent School, 1996), James M. Wolf reports on a study of an elementary school's success with low-income minority students. "The Vermont Restructuring Collaborative" (Brandon, Vermont: Holistic Education Press, 1994) examines the weaknesses of traditional public education and the testimony of educators who have seen reforms that work. Lew Allen and Barbara Lundsford, in "How To Form Networks for School Renewal" (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1995), offer practical suggestions on how educators can form partnerships with other schools that lead to more effective teaching. Robert E. Slavin, in "Sand, Bricks, and Seeds: School Change Strategies and Readiness for Reform" (Baltimore, Maryland: Johns Hopkins University, 1997), analyzes several reform theories and their relation to schools' readiness for reform. (SLD)

ED 412 650 EA 028 728

Miller, Jack Drake, Susan M. Harris, Brigitte Hamelin, Greg Molinaro, Vince

Negotiating New Models of Education, Year III.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—1997-00-00

Note—33p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Centralization, *Curriculum Development, Educational Administration, Educational Assessment, *Educational Change, Elementary Secondary Education, Foreign Countries, Government Role, *Instructional Leadership, *Outcome Based Education, Outcomes of Education, School Restructuring, Stress Variables, *Teacher Attitudes

Identifiers—Alternative Assessment, Canada, *Ontario, Reform Efforts

In 1993, the Ministry of Education and Training in Ontario (Canada) issued a curriculum policy document that defined educational outcomes and recommended that many of the outcomes could be achieved through an integrated approach to learning. This study considers the third year after the mandated changes began. Other changes, including a new curriculum, are in the wings, making it clear that whatever the future holds, educators will continue to deal with an enormous amount of change. The study took a multisite, case-study approach, continuing efforts of the preceding 2 years. In the third year, 25 interviews were conducted. As in previous years, it was found that change was being implemented in pockets, with some very advanced in understanding and implementation and others tending to stay with the status quo to a greater or lesser degree. The link between central offices and schools was often disappointing, in part because government policy had reduced the staffing in the central offices. Teachers generally described themselves as learners, and they were able to understand and implement curriculum reform demands when there was a common understanding among staff and administrators. Most successful were efforts in outcome-based learning and alternative assessment, probably because these areas are linked to public concerns about education. In the first year of the study, many teachers resisted change, and stress was a major concern of teachers. By this third year, most teachers had accepted that change was inevitable, and stress was not mentioned with the same intensity. Some teachers were becoming teacher leaders in promoting policies beyond their own classrooms, and many teachers were shifting their professional development focus to long-term projects in the schools rather than brief inservice training. At the end of 3 years of reform, teachers are basically positive about the changes, with the will and persistence to meet the demands of future reforms. (Contains 13 references.) (SLD)

ED 412 651 EA 028 729

Dorman, Jeffrey P.

Teacher Perceptions of School Environment in Australian Catholic and Government High Schools.

Pub Date—1997-03-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Catholic Schools, Collegiality, *Educational Environment, Educational Resources, Faculty Workload, Foreign Countries, High Schools, *Institutional Mission, Professional Development, Public Schools, *School Culture, *Teacher Empowerment

Identifiers—*Australia (Queensland)

This paper presents findings of a study that compared the school environment in Australian Catholic and government schools. A total of 208 teachers from 32 Queensland secondary schools completed the "Catholic School Environment Questionnaire." The sample included 80 teachers of religion at the Catholic nonorder (coeducational) and the Catholic order (same-sex) schools, and 128 science teachers at both types of Catholic schools and at Australian government schools. The 57-item instrument assessed the seven dimensions of mission consensus, empowerment, student support, affiliation, professional interest, resource adequacy, and work pressure. Catholic order (single-sex) and government coeducational schools had statistically significant differences on two scales: empowerment and mission consensus. Catholic nonorder and order schools had more positive environments than did government schools. Catholic girls' schools had more positive environments than did Catholic boys' schools. Teachers of religion perceived their school environments to have higher empowerment and resource adequacy compared to teachers of science. Finally, there was negligible difference between the school environments in coed and single-sex Catholic schools. Three figures and three tables are included. (Contains 51 references.) (LMI)

ED 412 652 EA 028 730

Fleming, Eric T.

A Quality Circle Approach to Reducing Suspension of Students in the Tenth Grade.

Pub Date—1997-09-00

Note—116p.; Practicum Proposal, Nova Southeastern University.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Behavior Problems, Conflict Resolution, Discipline Policy, *Discipline Problems, *Grade 10, High Schools, Intervention, *Mentors, *Quality Circles, Student Behavior, *Suspension

This practicum report describes outcomes of a 12-week program to reduce suspensions at an eastern central Florida high school. The program was implemented to reduce the number of suspensions among a target group of 12 10th-grade students. Specifically, the intervention sought to reduce both the misbehavior infractions and school suspensions by two or less, as measured by school discipline records, of 75 percent of the targeted students. The students were required to meet at least 1 hour a week with faculty members who were assigned to two students each. Additionally, the faculty members and student-peer mediators met once a week in a quality-circle format to discuss implementation strategies. Suspensions and misbehavior infractions were reduced by the desired number. Faculty mentors completed a postassessment of the leadership skills of the program's developer, the vice principal, and assigned him a four out of four Likert-type responses. Contains 35 references and numerous appendices. (LMI)

ED 412 653 EA 028 733

Sharp, William L. Walter, James K.

School Administrators' Perceptions of Trends, Issues, and Responsibilities Relating to the Modern Educational Climate.

Pub Date—1997-10-16

Note—11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Educational Change, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Local Government, State Government, State School District Relationship, Surveys

In 1995, a group of school administrators affiliated with the Indiana Executive Fellows Program identified important educational issues. This paper presents findings of a 1997 study that asked a different sample of superintendents to rank a list of educational issues on the basis of importance. Questionnaires were sent to 325 superintendents in Illinois, Massachusetts, and Texas. The overall response rate was almost 71 percent (n=320). The questionnaire asked superintendents to judge each of 25 issues as "less important," "more important," or "of the same importance" as in 1995. The superintendents rated 18 issues as having the same level of importance as assigned by Indiana administrators in the 1995 survey. The superintendents ranked three issues—educational goals, the religious right, and outcome-based education—as having less importance in 1997 than in 1995. They rated technology, school finance in general, state testing programs, and school-finance equity as more important issues for 1997. The majority of the 1997 sample believed that responsibility for education is the responsibility of the state and local governments. (LMI)

ED 412 654 EA 028 740

Liebschutz, David S. Schieder, Jeffrey S. Boyd, Donald J.

Governors' FY 1998 Education Budgets Focus on Property Tax Cuts and Enrollment Changes. State Fiscal Brief, No. 43.

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government. Center for the Study of the States.

Pub Date—1997-05-00

Note—14p.; For the first brief in the series on education finance, see ED 406 735. For the third brief in the series, see EA 028 753.

Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgets, *Educational Economics, *Educational Finance, Elementary Secondary Education, Enrollment Projections, Enrollment Trends, Property Taxes, School Support, School Taxes, *State Action, *State Aid, State Government, Tax Effort

This report summarizes the proposed budgets for U.S. public elementary and secondary education for fiscal year 1998 and describes the budgets and the major factors that influence those budgets. It is the second in a series of "State Fiscal Briefs" on education finance by the Center for the Study of the States. The report is primarily based on information collected from governors' fiscal year 1998 proposed budgets. Other sources of information include state education departments, state budget and finance offices, "Education Week," and "State Tax Notes." The data suggest that many of the final FY 1998 state education budgets will be nearly identical to those proposed by the governors earlier this year. State elementary and secondary school budgets for FY 1998 propose an estimated increase of 5.9 percent in overall spending. Nine governors have made proposals to reduce property taxes. The Texas and New York property-tax-cut proposals are the most comprehensive, but they will likely be changed by their respective legislatures if action is taken this session. Enrollment is estimated to increase about 1.4 percent nationally, though the Far West's will increase 2.7 percent, fueling increases in spending. Five tables and three figures are included. (Contains 19 endnotes.) (LMI)

ED 412 655 EA 028 743

Developing Curriculum Guides Aligned to Missouri's Show-Me Standards: Tips for Missouri Teachers and School Administrators.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date—1997-05-00

Note—44p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, *Educational Objectives, Elementary Secondary Education, *Guidelines, *Outcomes of Education, *Standards, *State Legislation

Identifiers—*Missouri School Improvement Program

This publication explains how Missouri school districts should develop their curriculum guides and outlines processes for aligning curricula with Show Me Standards mandated by the Outstanding Schools Act (1993) and the Missouri School Improvement Program. The challenge for educators is to build relationships among all six kinds of curriculum (recommended, written, taught, supported, tested, and learned). Standards are grouped into performance standards that identify thinking processes and skills students need to acquire, organize, and apply knowledge and knowledge standards that identify important content students should learn from their studies in various disciplines. Developing the guides should involve extensive faculty and community conversations about objectives, not mere compliance with external directives. District curriculum guides should include general goals (outcomes) for graduates in each subject area; a rationale for each subject area and course; a description of content in each subject area and course; a listing of specific, measurable objectives (referenced to Show-Me standards) for each course at each grade level; a description of the district's procedures for evaluating and revising the curriculum; and optional sections on evaluation, scope and sequence, course organization, and instructional resources. (MLH)

ED 412 656 EA 028 749

Mertz, Norma T. McNeely, Sonja R.

Exploring the Boundaries of Gender and Role in Administrative Decision-Making.

Pub Date—1997-10-00

Note—16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, High Schools, *Leadership, *Principals, *Racial Factors, *Role Perception, *Sex Differences, Urban Schools

Identifiers—*United States (Southeast)

A study of 95 high school principals and assistant principals (59 males and 36 females) in three large urban school districts examined the influence of gender and role on administrative decision-making. Subjects were asked to make decisions (choose from among four possible responses) about how they would respond to five different (gender-related) situations commonly encountered in secondary schools. Scenarios ranged from situations involving handling school policy infractions and scheduling changes to choosing representatives and tackling inappropriate teacher behavior. Respondents were also asked to choose among word pairs representing differing gender-loaded preferences, such as "efficiency/harmony." As a whole, results do not find gender a salient factor in high school principals' approach to decision making. The responses of female and male administrators were more alike than different—in both scenarios and word choices. In the two process-oriented scenarios, females were likely to operate more democratically, but the same percentage of males and females chose an autocratic response to the choice-of-representative scenario. The overall pattern of similar, if not identical, results suggests that role influences administrative decision making more than gender. Racial factors are also discussed. Contains 36 references and a sample questionnaire. (MLH)

ED 412 657 EA 028 751

Erlandson, David A.

Principals for the Schools of Texas: A Seamless Web of Professional Development.

Sid W. Richardson Foundation, Fort Worth, TX.

Pub Date—1997-00-00

Note—49p.

Available from—Sid W. Richardson Foundation, 309 Main Street, Fort Worth, TX 76102-4088.

Pub Type— Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Accountability, Administrator Education, *Administrator Qualifications, Administrator Selection, *Agency Cooperation, *Certification, College School Cooperation, Cooperative Programs, *Cost Effectiveness, Efficiency, Elementary Secondary Education, Local Government, *Management Development, *Principals, Professional Associations, State Action

Identifiers—*Texas

Addressing educational accountability concerns requires a new level of collaborative activity among state government, universities, local school districts, education service centers, professional associations, and the business community. Collaborative efforts can obtain greater efficiency and cost-effectiveness by using stakeholders' strengths to address the principal's career, from recruitment through retirement, as a seamless web of professional experiences. This report develops the rationale for recommendations concerning the recruitment, preparation, and career development of Texas principals. Recruitment and selection should involve all stakeholders, embody vigorous procedures and job-related criteria, and ensure consideration of only able, genuinely interested individuals. Principal preparation should comprise preservice and induction stages. A preservice, 36-hour masters-level program should be delivered primarily by universities; stress practical, problem-solving activities in school settings; and culminate in a state examination conferring provisional certification. Induction should involve collaborative guidance and supervision, training and growth opportunities provided by professional associations, and possible recommendation for professional principal certification (renewable at 5-year intervals, based on demonstrated, continuing competence). Funds should be directed from general preparation purposes to intensive, specific training for a carefully selected group of aspiring professionals. Contains five appendices and an executive summary. (MLH)

ED 412 658 EA 028 752

Schwartz, Joel

Class Size Reduction. LAO Policy Brief.

California State Legislative Analyst's Office, Sac-

ramento.
Pub Date—1997-02-12
Note—25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Size, Cost Effectiveness, Elementary Education, Expenditure Per Student, Professional Development, Program Evaluation, Program Implementation, *Small Classes, *State Legislation
Identifiers—*California

The California Legislature and Governor created the Class Size Reduction (CSR) program as part of the 1996-97 Budget Act. The goal of the program is to increase student achievement by reducing average class sizes from 28.6 students to no more than 20 students in up to 3 grades. The 1997-98 governor's budget proposes expansion of the CSR program to four grades. This policy brief summarizes the state Legislative Analyst's Office's findings on CSR program implementation. District practices of maintaining a 19:1 student/teacher ratio (instead of a 20:1 ratio) increases CSR costs from $630 to $770 per student. Also, CSR per-pupil costs vary widely, from zero to about $1,000 from district to district. The newly hired 18,400 CSR teachers are less qualified than regular teachers, and districts are running out of low-cost options for new facilities. Evaluators recommend that the legislature allow districts to use CSR teachers much more flexibly and increase flexibility on the 20:1 cap. The legislature should delay implementation of a fourth grade, due to shortages of qualified teachers and high facilities costs, but should earmark $100 million funding in subsequent years. New Proposition 98 funds should be directed into local revenue limits, not to the CSR per-pupil amount. Finally, $52 million in Goals 2000 funds should be used for CSR-related staff development. (MLH)

ED 412 659 EA 028 753

Liebschutz, David S. Schieder, Jeffrey S. Boyd, Donald J.

States' FY 1998 Education Budgets Increase 7.2%. State Fiscal Brief, No. 44.

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government. Center for the Study of the States.
Pub Date—1997-10-00
Note—14p.; For the first two briefs in the series on education finance, see ED 406 735 and EA 028 740.
Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Budgets, *Educational Finance, Elementary Secondary Education, *Enrollment Trends, *Expenditures, *Finance Reform, Property Taxes, *State Legislation
Identifiers—*State Governors

This report, third in a series on education finance, examines U.S. education budgets recently passed by state legislatures and contrasts them with proposed gubernatorial budgets. The generally strong economy allowed state legislatures to increase total state FY 1998 education spending by over $2 billion (1.5 percent) from governors' own proposed budgets. Nine states increased their budgets by over 10 percent from FY 1997, and four states increased their budgets less than 3 percent. The major factors influencing education budgets were finance and tax system changes (toward greater state funding responsibility) and increasing enrollments. Court mandates in six states (Alabama, Arizona, New Jersey, Ohio, Vermont, and Wyoming) and threatened mandates in two others (Mississippi and Illinois) spurred legislators to alter their finance systems. Additionally, eight states enacted property tax changes, with New York, Texas, and Vermont the most far-reaching. Many changes involved mandated local property-tax reductions, with the state reimbursing local governments for lost revenue. With enrollment up over 1.4 percent nationally, legislatures had to accommodate the increased student population through hiring additional faculty, building new schools, and/or enhancing existing facilities. This year's state education budgets were 7.2 percent above last year's. Future budgetary influences will reflect court actions and the strength of the economy. (Contains 24 endnotes.) (MLH)

ED 412 660 EA 028 760

Sarason, Seymour B. Lorentz, Elizabeth M.

Crossing Boundaries: Collaboration, Coordination, and the Redefinition of Resources.

Report No.—ISBN-0-7879-1069-4
Pub Date—98
Note—170p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310.
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Charter Schools, *Collegiality, *Cooperation, *Coordination, Educational Improvement, Elementary Secondary Education, Futures (Of Society), *Organizational Change, Theory Practice Relationship
Identifiers—*Paradigm Shifts

Educational improvement efforts are doomed as long as schools are viewed as unique organizations. The concepts of coordination and collegiality are key to all organizations, especially schools. The introduction to this book discusses the charter-school movement, which judges existing school systems as inimical and intractable to achieving improved educational outcomes. Chapter 1 discusses emerging paradigm shifts as applied to organizational life, using Albert Gore's coordination-oriented Reinventing Government program and the Constitutional Convention of 1787 as examples. Chapters 2 through 6 explore the general significance of five key themes essential to applying the new paradigm shift: the way we ordinarily define people as resources; the obstacles to redefining resources; the role of networks in maximizing application of resources; the special role and characteristics of the network coordinator; and the way resource exchange energizes and reinforces collegiality and a sense of community. The epilogue refocuses on public schools, descendants of a highly regimented, factory-model, organizational structure that tamed and socialized immigrant children to their future role as laborers. A new organizational paradigm of coordination and collegiality should help schools and their students realize their full potential. Contains 44 references. (MLH)

ED 412 661 EA 028 767

Bruno, James E.

It's about Time: Leading School Reform in an Era of Time Scarcity.

Report No.—ISBN-0-8039-6505-2
Pub Date—1997-08-00
Note—187p.
Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (cloth: ISBN-0-8039-6504-4, $51.95; paperback: ISBN-0-8039-6505-2, $22.95).
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Responsibility, Burnout, Educational Change, Elementary Secondary Education, *Productivity, School Schedules, *Teacher Effectiveness, *Teacher Participation, Teacher Supervision, *Teaching Conditions, *Time Management, *Time Perspective
Identifiers—*Teacher Commitment

Research about the American experience with school reform has underscored time as the major obstacle to change. This book presents a psychosocial perspective of time and the problems it presents for teachers and administrators in an era of time scarcity. Specifically, it explores the effects of five major concepts (time investment portfolios, temporal orientation, sense of time passage, engagement and participation motivation, and time-clock orientation) on the lives of classroom teachers and the school organizations in which they work.. Chapter 1 examines how teacher participation in the reform movement can be viewed from a time perspective, highlighting the roles of time, energy, and purpose in the reform process. Chapter 2 examines various psychosocial components or constructs of time and explores their effects on classroom teacher behaviors. Chapter 3 discusses time's role in the lifetime of teachers. Chapter 4 discusses the relationship between time and teacher productivity from a school-organization perspective. Chapter 5 examines the currency of exchange between teacher time and school-organization time, highlighting conflicts, congruences, and resultant behaviors such as commitment, burnout, pushout, and dropout. Chapter 6 addresses management of the change and reform process, and offers strategies for increasing teacher time commitment to change and reform, and to encourage teacher participation in reform. (Contains 65 references.) (MLH)

ED 412 662 EA 028 769

Sinclair, Robert L., Ed. Ghory, Ward J., Ed.

Reaching and Teaching All Children: Grassroots Efforts That Work.

Report No.—ISBN-0-8039-6529-X

Pub Date—1997-05-00

Note—153p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (cloth: ISBN-0-8039-6528-1, $49.95; paper: ISBN-0-8039-6529-X, $21.95).

Pub Type— Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, *Democratic Values, *Educational Change, *Educational Quality, Elementary Secondary Education, *Equal Education, *Teacher Role

This book illuminates efforts of the National Coalition for Equality in Learning to help educators tackle compelling equity problems that persist in public education. The demographically diverse members of the National Coalition, located in eight communities across the country, form a national laboratory for important experiments in school improvement. Since the National Coalition is a microcosm of the pressing problems and varied resources characterizing U.S. education, progress in these settings may help other reform-minded schools. Chapter 1, "Realizing Our Promise" (Robert Sinclair and Ward J. Ghory), is centered on using democratic values as a starting point for reforming public schools. Chapter 2, "Moral Imperatives of Leadership" (Robbie Jean Walker), characterizes leadership as a moral imperative—the ideal background for helping children from varied circumstances learn effectively. Chapter 3, :Learning Lessons of Change" (Kimberly Trimble and Jan Jacob), covers some major lessons learned from authors' efforts to help schools make desired changes. Chapter 4, "Collaborative Inquiry: (Robert Smith and Stephanie Knight), considers teachers' crucial role in designing learning conditions that encourage all youngsters to succeed, and chapter 5, “"Learning from Families" (Hope Jensen Leichter), underlines the importance of combining teacher and parental energies. Chapter 6, "Toward Equality Schools" (Valerie Wheeler and others), describes several characteristics of Equality Schools, and chapter 7, "Evaluation in Service of Learning" (Ward J. Ghory and Robert L. Sinclair), advises on evaluating children's learning progress. The final chapter suggests constructive directions for leadership aimed at improving local schools and increasing learning for all children. (MLH)

EC

ED 412 663 EC 305 687

Scheffel, Debora L. Kallam, Michael Smith, K. Ninia Hoernicke, Placido Arturo

Inclusion: What It Is and How It Works Best.

Fort Hays State Univ., Kans.
Pub Date—1996-00-00
Note—12p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, Cultural Differences, Definitions, Delivery Systems, *Disabilities, *Educational Principles, Elementary Secondary Education, *Inclusive Schools, Inservice Teacher Education, Interdisciplinary Approach, Mainstreaming, Program Effectiveness, Recordkeeping, Regular and Special Education Relationship, Student Placement, *Teacher Collaboration, Teaching Models, *Team Teaching, Technical Assistance

Inclusion is a way of providing a normalized educational experience for all children with disabilities. Educators differ, however, on the meaning of inclusion, from full-inclusion advocates to those who assert "inclusive" means that learning needs are met in a range of service delivery contexts. Three components of inclusionary schooling that are identified include support networking, collaborative consultation and teaming, and cooperative learning. Research and experience have also identified specific organizational, procedural, and instructional elements of responsible inclusion. Organizational elements include a democratic school philosophy, availability of technical assistance to faculty and staff, adequate resources, and safeguards for nondisabled students. Procedural elements include on-going deliberate planning, systematic documentation of students' instruction and progress, knowledgeable multidisciplinary teams, encouragement of regular class teacher participation, and gradual introduction of the student into the regular classroom. Finally, instructional elements include teaching teachers to analyze curricular skill requirements and learner strengths and needs, to use collaboration skills and a variety of instructional models. According to the literature review, also important for successful inclusion is consideration of the student's cultural affiliation and self-identification. Contains 15 references. (DB)

ED 412 664 EC 305 859

How Do Consumers Get Information They Can Use?

Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—1997-00-00
Contract—H133D50016
Note—9p.
Available from—Electronic version: http://www.ncddr.org/
Journal Cit—Research Exchange; v2 n4 1997
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Consumer Education, *Disabilities, Independent Living, *Information Dissemination, Information Literacy, *Information Seeking, Internet, Mass Media, National Surveys, *Research and Development, Theory Practice Relationship, *User Needs (Information)

This newsletter issue focuses on how consumers with disabilities find and access information. The importance of dissemination of research findings to consumers is stressed in a statement by John D. Westbrook, Director of the National Center for the Dissemination of Disability Research (NCDDR). The first article suggests that often research results are available but are not widely accessible to critical groups, including people with disabilities and their families, advocates, and direct service providers. It notes the lack of research on this issue and introduces a survey by the NCDDR of consumers associated with a national network of independent living organizations. The following article describes the survey process, which resulted in a total of 1,170 consumer surveys from 380 organizations in all 50 states. The preliminary findings are reported in tabular format and text for the survey's five major questions. Most consumers identified popular media as a primary source of information; two-thirds preferred "regular print" as the desired format; and a great majority never used the Internet. Although three-fourths of consumers responded that information from disability research was useful to them, less than half reported that they knew how to find this information. (DB)

ED 412 665 EC 305 860

Bruder, Mary Beth

An Analysis of the Effectiveness of Staffing Patterns for Young Children Attending Natural Group Environments for Early Intervention. Final Report.

Connecticut Univ. Health Center, Farmington.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1997-09-30
Contract—H023C30072
Note—223p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Child Development, Consultation Programs, *Delivery Systems, *Disabilities, *Early Intervention, Individualized Family Service Plans, Models, Preschool Education, Program Effectiveness, Program Evaluation, Special Education, Student Educational Objectives, Therapy, Toddlers
Identifiers—*Center Based Programs

This final report describes a 3-year project which examined effects of different service delivery structures on the development of toddlers with disabilities who were receiving early intervention within natural group environments. Participants (n=70) were matched across four groups who were receiving either full-time specialized instruction or part-time consulting specialized instruction, and within each of these groups, were receiving therapy either within or outside of the natural group setting. Measures included indices of child development and social competence; family background, needs, use of community resources and social support; and the family's evaluation of their child's intervention program. Other measures documented intervention parameters within settings, specifically the type and intensity of specialized services, the quality of the intervention environment, type and quality of Individualized Family Service Plan goals and implementation, family involvement, and program costs. Evaluations were conducted every 3 months, beginning at 24 months and continuing through 36 months. Findings indicated that service location and modality were most consistently related to child development. Services provided at the early intervention center, in a group environment, and using a consulting model were related to greater developmental change than the alternatives. Fifty-two tables detail the study's findings. (Contains 11 references.) (DB)

ED 412 666 EC 305 861

HAPPY Rural Outreach Project. Final Report.

Nevada State Dept. of Human Resources, Reno. Early Childhood Services.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1997-00-00
Contract—H024D30048
Note—92p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—American Indians, Computer Assisted Instruction, Curriculum Development, *Delivery Systems, *Developmental Disabilities, *Early Intervention, Hispanic Americans, Home Instruction, Home Visits, Individualized Family Service Plans, *Inservice Teacher Education, Learning Activities, Models, Parent Education, Parents as Teachers, Participant Satisfaction, Preschool Education, Professional Development, *Rural Education, Student Evaluation, Surveys, Toddlers, Training Objectives, Videotape Recordings, Young Children
Identifiers—*Home Based Programs, Nevada

This final report describes activities and accomplishments of the Home Activity Program for Parents and Youngsters (HAPPY) Rural Outreach Project, a collaborative effort to provide family-focused early intervention services to children with disabilities (ages birth through 5) in rural Nevada, primarily including Native Americans and Hispanics. The program focused on the professional development of rural service providers, especially the following model components: (1) monthly home visits, (2) parent participation in the assessment of the child and the program development, (3) service coordination, (4) consultative therapies, (5) computer-based curriculum, (6) assessment of children using the Developmental Programming for Infants and Young Children scale, and (7) videotaped activity recommendations and consultations. Twenty-five families who participated in home-based services responded to a survey regarding the effectiveness of the curriculum materials developed by the Project. Their evaluations were highly positive. The project also created training modules in the following content areas: home visits, parent participation, computer-based curriculum, assessment of young children, and disability overview. (Contains 14 references.) (DB)

ED 412 667 EC 305 865

Framework for Meeting the Needs of TAG Students.

Portland Public Schools, Oreg.
Pub Date—1996-00-00
Note—9p.; For related document, see ED 411 626.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Compliance (Legal), Early Admission, Educational Policy, Elementary Secondary Education, *Gifted, Individualized Programs, Instructional Development, Policy Formation, Program Development, Program Evaluation, Program Implementation, Program Improvement, State Standards, Student Evaluation, Student Needs, *Talent
Identifiers—*Portland School District OR

This document offers recommendations on implementation of Portland (Oregon) Public Schools Talented and Gifted (TAG) educational program in the areas of identification, instructional planning, assessment, communication, early entry, isolated gifted students, social/emotional needs, and budget. The evaluation report identifies each recommendation as to whether a concept or practice is new and should be introduced, existing and should be further developed, or existing and should be maintained with continuing effection and refinement. In the areas of identification, recommendations are offered regarding the overall goal, nomination, and the identification process. In the area of instructional planning, recommendations focus on the application of assessment results to instruction. For communication, the establishment of excellent communication among teachers, parents, students, principals, and administrators is the goal. In the area of early entry, recommendations concern the maintenance of the early entry option. For isolated gifted students (either due to geography or their exceptionality) emphasis is on establishing a mechanism for providing these students with appropriate educational services. To support students' social/emotional needs, the report offers a number of specific recommendations to give these needs more prominence in the TAG program. Finally, recommendations regarding the budget urge compliance with the state mandate and accountability. (DB)

ED 412 668 EC 305 866

Kaye, H. Stephen

Education of Children with Disabilities.

California Univ., San Francisco. Inst. for Health and Aging. Statistics Research and Training Center.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—1997-07-00
Note—5p.
Journal Cit—Disability Statistics Abstract; n19

Jul 1997
Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Disabilities, Disability Identification, Elementary Secondary Education, *High School Graduates, Higher Education, *Incidence, *Inclusive Schools, Mainstreaming, Statistical Analysis, *Statistical Data

This abstract uses graphs and text to summarize recent statistics on the education of children with disabilities based on data from the U.S. Department of Education. It reports that 12.2 percent of students enrolled in American schools in 1993-94 were officially designated as having disabilities. More than two-thirds of students have mental or emotional impairments with 51.2 percent of all students with disabilities identified as having learning disabilities, followed by speech/language impairments (21.2 percent), mental retardation (11.3 percent), and "serious emotional disturbances" (8.7 percent). Much smaller numbers were reported for hearing, orthopedic, visual, multiple, and other disabilities. Analysis indicated that 70.4 percent of students with disabilities spend at least two-fifths of their school day attending classes with non-disabled students; students least likely to be integrated are those with mental retardation, multiple disabilities, or deaf-blindness. Data from 1991-92 indicate that 57.3 percent of students with disabilities graduate from high school with ordinary diplomas. Concerning postsecondary education, statistics from 1992-93 indicate that 6.3 percent of college undergraduates and 4.0 percent of graduate and professional students identify themselves as having a disability. A 1990 survey of former special education students found that 16.5 percent had attended college. (DB)

ED 412 669 EC 305 867
Mitchell, Carole D. Daley, Avril Z.
Primary Intervention Programme (PIP): A Model for Students At-Risk.
Jamaica Association for Persons with Mental Retardation, Kingston.
Pub Date—1997-03-00
Note—16p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultation Programs, *Early Intervention, Foreign Countries, *Grade 1, *High Risk Students, Inservice Teacher Education, Poverty, *Prereferral Intervention, Prevention, Primary Education, *Program Effectiveness, Regular and Special Education Relationship, *Remedial Instruction, School Readiness, Teaching Methods
Identifiers—*Jamaica

The Primary Intervention Programme (PIP), designed to remediate first graders at risk for school failure and prevent special education placement, was implemented in two schools (one urban and one rural)in low socio-economic areas of Jamaica. The program involved four regular classroom teachers, two special educators, and two principals. Evaluation with the Grade One Readiness Inventory identified 94 students (66 percent), with a mean age of 7 years 8 months, as at risk for school failure. The special educators taught the regular classroom teachers special education techniques through monthly workshops. The regular classroom teachers implemented these techniques with the at-risk students. At the end of the school year, testing with the Academic Readiness Inventory revealed that only 16 (17 percent) of the students were still below mastery levels. Program evaluation by the teachers was positive. Findings support the early identification of students at-risk for school failure and implementation of special education techniques with these students in the regular classroom. (DB)

ED 412 670 EC 305 868
Griffiths, Matthew Tennyson, Carol
The Extended Curriculum: Meeting the Needs of Young People.
Report No.—ISBN-1-85346-433-3
Pub Date—1997-00-00
Note—83p.
Available from—Taylor & Francis, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1598; toll-free telephone: 800-821-8312; fax: 215-785-5515 ($24.95).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Development, *Disabilities, *Educational Environment, Foreign Countries, Individualized Programs, Postsecondary Education, Residential Programs, Residential Schools, *Special Needs Students, *Staff Development, Student Development, Student Needs
Identifiers—*United Kingdom

This guide, in workbook format, is intended to assist staff at British residential colleges and schools in developing individualized programs to meet the learning needs of students with disabilities or other special learning needs. Emphasis is on integration of educational and residential programs in an extended curriculum involving continual learning throughout the day in five areas: academic, vocational, social, domestic, and self. The workbook has 15 chapters designed for use in 15 staff development sessions, with each session involving a variety of whole staff and small group activities. These sessions focus on: (1) identifying the school's students and their learning needs; (2) understanding principles of the extended curriculum; (3) understanding the school's mission; (4) analyzing the school's strengths and constraints; (5) analyzing constraints more specifically; (6) planning the construction of the extended curriculum; (7) constructing the extended curriculum; (8) developing curriculum delivery; (9) monitoring the curriculum; (10) evaluating the curriculum; (11) developing individual learning programs; (12) implementing the individual programs; (13) establishing timetables; (14) planning lessons; and (15) assessing and reviewing progress. (DB)

ED 412 671 EC 305 869
Tocci, Lynn McWilliam, R. A. Sideris, John Melton, Stephanie
Families' Reflections on Their Experiences with Early Intervention Services. Early Childhood Research Institute: Service Utilization Findings.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1997-09-00
Contract—H024T0002
Note—5p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Advocacy, Child Development, *Disabilities, Early Childhood Education, *Early Intervention, Emotional Adjustment, *Family Programs, Financial Support, Home Visits, Interviews, *Parent Attitudes, Parent Participation, Play, Social Support Groups, *Special Needs Students

Seventy-five families of children with special needs were interviewed after one year's experience with early intervention services and 69 of these families were then re-interviewed a year later after two years of such services. Five themes were identified in the families' views of "what works well." These were: (1) consistency of staff, (2) home visits, (3) programs providing financial support, (4) professionals who support parents and respond to their needs, and (5) professionals who show parents how developmental play stimulates the child's development. Suggestions from parents for other parents and service providers stressed the following: parents need to fight for services and advocate for their child; parents should get involved in an early intervention program as soon as possible; parents want information; parents value support from and connection with other parents; and parents need to take care of themselves emotionally. Other findings indicated that parents experience a somewhat fragmented service system, which requires that they learn different rules for dealing with different subsystems (e.g., social services, education). (Contains 10 references.) (DB)

ED 412 672 EC 305 870
Quinn, Mary Magee Rutherford, Robert B., Jr.
Alternative Programs for Students with Social, Emotional or Behavioral Problems. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.
Council for Children with Behavioral Disorders.
Report No.—ISBN-0-86586-304-0
Pub Date—1998-00-00
Note—54p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D538).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Disorders, Discipline, Educational Strategies, Elementary Secondary Education, *Emotional Disturbances, Inclusive Schools, *Instructional Innovation, *Nontraditional Education, *Special Programs, Student Placement, Teaching Methods

This monograph examines educational alternatives for children and youth with emotional, behavioral, or social problems. It focuses on alternatives to traditional education systems, concentrating on those which have an administrative structure separate from the regular education system. It begins with a brief description of the role alternative programs have played during the last few decades and their varying roles within the continuum of placements today. Major issues that dictate practices in alternative programs nationwide are explored, components of effective alternative programs are highlighted, and suggestions are provided for changes to improve the current practices in some alternative programs. The monograph also examines the paradox resulting from attempts at the full inclusion of students with disabilities and the special difficulties that traditional education systems face when disciplining students with emotional, behavioral, or social disorders who are included in mainstream education placements. Appendices include descriptions of a collaborative, nontraditional center serving at-risk children and youth, a positive education program reintegration model, a collaborative task force that empowers families and community institutions to work together to reduce juvenile problems, and educational options for students who have been adjudicated or are at-risk. (Contains 27 references.) (CR)

ED 412 673 EC 305 871
Schmid, Rex E., Ed. Evans, William, Ed.
Curriculum Instruction Practices for Students with Emotional/Behavioral Disorders. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.
Council for Children with Behavioral Disorders.
Report No.—ISBN-0-86586-305-9
Pub Date—1998-00-00
Note—63p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5239).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Disorders, *Behavior Modification, Elementary Secondary Education, *Emotional Disturbances, Inclusive Schools, *Instructional Design, Internet, *Multicultural Education, *Student Evaluation, Videodisks
Identifiers—*Functional Assessment

This monograph presents some of the current developments in curriculum and instruction for students with emotional/behavioral disorders. After an introductory chapter, Chapter 2, "Multicultural Education and Students with Emotional/Behavioral Disorders" (Xu Di, Susan Stewart, and Martha Lisner), discusses how teachers can use culturally sensitive methods and strategies when working with a student population that is both culturally diverse and has emotional and behavioral disorders. Chapter 3, "Functional Assessment and Support Plans" (Shanna Hagan and George Sugai), explores how educational professionals can use functional assessment to identify the purposes served by the inappropriate behavior of students with emotional/behavioral disorders and design behavior-support plans. Chapter 4, "Guidelines for Providing Access to the Internet" (Rick Smith), describes how a district used the Internet as a strategy for increasing school performances and lowering the dropout rate. Chapter 5, "Instructional Design and Videodisk Technology" (Mack D. Burke, Gail Coulter, and Bonnie Grossen), identifies features of instructional design that accommodate the needs of students who are academically unsuccessful and discusses the use of videodisk instruction to improve performance. Chapter 6, "The TABS Program: A School-Wide Approach for Children and Youth with Behavioral Problems" (Rex E. Schmid), describes an elementary intervention program for students who chronically disrupt classroom instruction and learning. (Contains 66 references.) (CR)

ED 412 674 EC 305 872

Rockwell, Sylvia Cuccio, Santa Kirtley, Beth Smith, Gwen

Developing Personal & Interpersonal Responsibility in Children & Youth with Emotional/Behavioral Disorders. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.

Council for Children with Behavioral Disorders.

Report No.—ISBN-0-86586-306-7

Pub Date—1998-00-00

Note—46p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5240).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Disorders, *Behavior Modification, Camping, *Child Development, Conflict Resolution, Developmental Stages, Elementary Secondary Education, *Emotional Disturbances, *Interpersonal Competence, Peer Relationship, Social Cognition, Student Motivation, Teaching Methods, Therapeutic Recreation

Identifiers—*Social Skills Training

This booklet provides an overview of the characteristics and needs of children with emotional and behavior disorders during the elementary and secondary school years. Each section also includes examples of projects, programs, and interventions that practitioners have implemented with positive results in school settings. After an introductory chapter on the challenges of teaching students with emotional and behavioral disorders, the first section, "The Elementary School Years," discusses some of the relevant developmental factors teachers can use when motivating students to modify their beliefs as well as their behaviors. Twenty suggested interventions are listed and a chart of age-normed behavior for children ages 5 through 12 is provided. The second section, "The Secondary School Years," outlines the developmental tasks that adolescents face for a successful transition from childhood to adulthood. Key factors that need to be addressed to respond effectively to the specific needs of secondary-level students with emotional or behavioral disorders are also identified. Programs that encourage students to establish positive relationships with peers and adults and explore a range of academic and vocational domains within protective boundaries are described, including therapeutic recreation, the Wolf Pack, camping, conflict resolution, affective instruction, and work and responsible self-management. (Contains 46 references.) (CR)

ED 412 675 EC 305 873

Melloy, Kristine J. Davis, Carol A. Wehby, Joseph H. Murry, Francie R. Leiber, Jennifer

Developing Social Competence in Children and Youth with Challenging Behaviors. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.

Council for Children with Behavioral Disorders.

Report No.—ISBN-0-86586-307-5

Pub Date—1998-00-00

Note—48p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5241).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anger, *Behavior Disorders, Cognitive Restructuring, Coping, *Educational Strategies, Elementary Secondary Education, *Emotional Development, *Emotional Disturbances, Evaluation Methods, *Interpersonal Competence, Intervention, Positive Reinforcement, Social Cognition, Student Evaluation, Teaching Methods

Identifiers—*Social Skills Training

This monograph provides information on identifying children and youth who could benefit from social skills instruction, highlights strategies for teaching social skills, and presents ideas for reinforcing social competence. After a chapter that introduces the issues, Chapter 2, "Social Competence," defines social competence and discusses elements of social behavior, including the development of social competence; the influence of emotional intelligence; social competence in children and youth with emotional and behavioral disorders; and risk factors that help to explain the development of antisocial behavior. Chapter 3, "Assessment of Social Competence," explores the purpose for student assessment in the areas of social competence, assessment techniques and strategies (teacher rankings and sociometric methods, ratings by others and self-ratings, behavioral interviews, and direct observation), and multimethod assessment procedures (multiple rating and functional assessment). Chapter 4, "Effective Interventions," provides descriptions of social skills interventions that have proven effective in teaching social competence, including structured learning, pre-social skills instruction, high probability requests, and cognitive restructuring and emotional intelligence. A description of the steps and sample activities that could be used in anger management instruction is provided. Supporting social competence through social and token reinforcement and the effects of intervention on social competence is also discussed. (Contains 74 references.) (CR)

ED 412 676 EC 305 874

Fitzsimons-Lovett, Ann

Enhancing Self-Respect: A Challenge for Teachers of Students with Emotional/Behavioral Disorders. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.

Council for Children with Behavioral Disorders.

Report No.—ISBN-0-86586-308-3

Pub Date—1998-00-00

Note—46p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5242).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Disorders, *Educational Strategies, Elementary Secondary Education, *Emotional Disturbances, Evaluation Methods, *Peer Teaching, Program Effectiveness, Self Concept, *Self Esteem, *Service Learning, Teaching Methods

This monograph offers service providers a variety of interventions that can be used to develop and enhance self-respect in students with emotional and behavioral disorders. After an introductory chapter, Chapter 2, "What is Self-Respect?," discusses the definition of self-respect, how self-respect develops (a developmental table is presented), and illustrates the relationship between self-respect and education. Chapter 3, "Peer Tutoring Interventions," describes the different types of peer tutoring and how cross-age peer tutoring can be used to develop and enhance healthy self-respect in children and youth. Strategies for developing and implementing a cross-age tutoring program are provided. Chapter 4, "Service Learning," highlights the integration of community service with academic skills and structured reflection activities to develop students' self-respect. Steps for developing and implementing a service-learning program are provided, including identifying the needs of the community; analyzing the problem; planning the project; training students; and implementing, monitoring, and evaluating the program. A list of standards for service learning programs and a list of questions for service-learning community contacts are also provided. Chapter 5, "Evaluating Interventions," presents a model which can be used by service providers to evaluate the impact of their interventions systematically. (Contains 50 references.) (CR)

ED 412 677 EC 305 875

Gable, Robert A. Sugai, George Lewis, Tim Nelson, J. Ron Cheney, Douglas Safran, Stephen P. Safran, Joan S.

Individual and Systemic Approaches to Collaboration and Consultation on Behalf of Students with Emotional/Behavioral Disorders. From the Second CCBD Mini Library Series: Successful Interventions for the 21st Century.

Council for Children with Behavioral Disorders.

Report No.—ISBN-0-86586-309-1

Pub Date—1998-00-00

Note—55p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5243).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Disorders, *Consultation Programs, Delivery Systems, Elementary Secondary Education, *Emotional Disturbances, *Inclusive Schools, Mainstreaming, Program Effectiveness, *Student Evaluation, *Teacher Collaboration, Team Teaching

Identifiers—*Functional Assessment

This monograph discusses using collaboration and consultation to teach children and youth with emotional and behavioral disorders (EBD) in the general education classroom. After an introductory chapter, Chapter 2, "Collaboration and Consultation: Promises and Limitations," compares collaboration and consultation as they relate to serving students with EBD. The characteristics of the population with EBD and teacher perspectives on the inclusion of students with EBD in general education classes are discussed, including their concerns about the efficacy of collaboration. Chapter 3, "The Role of Functional Assessment in Collaboration and Consultation," explores the emergent practice of functional assessment as an essential tool for effective consultation. The process of functional assessment and functional replacement training are described. Chapter 4, "Guidelines for Consultation," explores practical ways to apply functional assessment procedures in the collaborative consultation processes and describes four interrelated components (ecological factors, longitudinal programming, focused interventions, and reactive strategies) and associated interventions of effective behavioral plans. Chapter 5, "Systems-Level Collaborative Consultation," provides an overview of the procedures and processes that characterize positive behavior support for all students. The role of the special educator in achieving a collaborative and comprehensive systems-level approach to educating students with EBD is highlighted. (CR)

ED 412 678 EC 305 876

Maag, John W.

Teaching Children and Youth Self-Control: Applications of Perceptual Control Theory. From the Second CCBD Mini-Library Series: Successful Interventions for the 21st Century.

Council for Children with Behavioral Disorders.
Report No.—ISBN-0-86586-310-5
Pub Date—1998-00-00
Note—46p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (stock no. D5244).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Disorders, *Behavior Modification, Elementary Secondary Education, *Emotional Disturbances, *Self Control, *Self Management, Teaching Methods

This monograph discusses using an approach based on perceptual control theory (PCT) to teach self-control to children and youth with emotional and behavioral disorders. PCT is described as a general approach to understanding self-regulated systems that relies on the theory that behavior controls an individual's perceptions rather than the perceptions controlling behavior generally assumed by most people. After an introductory chapter, Chapter 2, "Overview of Perceptual Control Theory," describes the basic tenets of PCT and includes real-life examples, describes the levels of PCT, and compares PCT to some traditional conceptualizations of behavior to provide a frame of reference for the intervention techniques. Chapter 3, "Questioning Method for Getting Children and Youth to Think," describes the rationale for questioning children and youth and provides five recommended questions for teaching self-control. Chapter 4, "Teaching Children and Youth to Make a Plan," discusses the five components in this process, including identifying an area for improvement, setting a measurable goal, creating a detailed outline, self-monitoring performances, and setting up a feedback chart depicting process. A sample planning sheet and feedback chart are provided. A concluding chapter describes ways for dealing with children and youth who continually break rules. (Contains 34 references.) (CR)

ED 412 679 EC 305 877
Information Package on Managed Care and Long-Term Supports for People with Developmental Disabilities.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—1997-06-00
Contract—H133D50037
Note—108p.
Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Children, *Developmental Disabilities, Federal Programs, *Health Maintenance Organizations, *Health Services, *Long Term Care, *Medical Services, *Program Attitudes, Program Effectiveness, Social Services
Identifiers—*Medicaid

This collection of papers on managed care and long-term supports for people with developmental disabilities includes a range of reprinted articles and resource materials that provide different kinds of information and opinions on the impact of managed care. Articles include: "A Position Statement on Managed Care and Long-Term Supports in Developmental Disabilities" (Center on Human Policy at Syracuse University and others), summarizing some of the principles and values that should underlie managed care if and when it is implemented; "Keeping the Faith: System Change, Managed Care and Long-Term Supports for People with Developmental Disabilities" (National Association of State Directors of Developmental Disabilities Services, Inc.); "Overview and Implications of Medicaid Managed Care for People with Developmental Disabilities" and "Technical Elements, Demonstration Projects, and Fiscal Models in Medicaid Managed Care for People with Developmental Disabilities" (Theodore A. Kastner, Kevin K. Walsh, and Teri Criscione); and "Beware the Managed Health-Care Companies" (John Ashbaugh and Gary Smith), which provides a cautionary note on the managed care system. The final series of articles do not directly deal with long-term development disability services, but raise concerns from the broader disability rights community and include: "McManaging Your Health" (Billy Golfus and Wendy Brower); "Managed to Death" (Josie Byzek); and "Getting Up to Speed". Includes a list of resource organizations which can be contacted for additional and updated information on the status of managed care. (Most articles contain references.) (CR)

ED 412 680 EC 305 878
Walker, Pam
Standing with People in Support, Not Control: Training toward Self-Reliance, Inc. Sacramento, CA.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—1997-03-00
Contract—H133D50037
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Agency Role, *Developmental Disabilities, *Helping Relationship, Housing Needs, *Independent Living, *Multiple Disabilities, Parents with Disabilities, Personal Autonomy, *Self Management
Identifiers—*Personal Assistance (of Disabled)

This report describes a program designed to increase opportunities for people with developmental disabilities to lead good lives in places of their own, strengthen their communities, and enjoy a genuine sense of self-worth. In addition to offering independent services, the Training Toward Self-Reliance (TTSR) program staff have increased their capacity and commitment to support people with multiple disabilities or those who need more intensive levels of support than those typically offered through independent living services. Services provided include helping people get their own homes or apartments, helping people arrange and manage personal assistance and other in-home supports, and assisting people to develop social relationships and networks. Expertise has been developed in supporting parents who themselves have disabilities, supporting adults with developmental disabilities to manage their own personal assistance services, and supporting people with disabilities whose lives have been substantially affected by social problems associated with poverty, substance abuse, and interpersonal turmoil. The first section of the report describes supports provided by TTSR to a few individuals who are representative of many others supported by the agency. The second section discusses key values that determine agency response and strategies that TTSR uses to provide services that support, not control, individuals with developmental disabilities. (CR)

ED 412 681 EC 305 879
Mendle, Gillian, Comp.
Reading Materials in Large Print: A Resource Guide. Reference Circular No. 97-02.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—1997-05-00
Note—26p.
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classical Literature, *Large Type Materials, Library Collections, *Organizations (Groups), *Partial Vision, Reading Materials, *Resources, *Visual Impairments

This reference circular contains information about large-print materials. Section 1 is an annotated list of selected sources of large-print materials available for purchase or loan. The sources are publishers or distributors, specialized libraries, and associations for persons with visual impairments. Several of these sources also provide general information about low vision. The cost of the materials is included. Section 2 lists selected classic titles available in large-print format. Section 3 is an annotated list of selected resources about large-print materials and low vision. Contact information includes address, phone and fax numbers, e-mail addresses and website address (if available). Type is measured in points from the bottom of the lowest letter to the tallest capital, with type one-inch high measuring 72 points. The minimum size for large-print materials is 14-point type. (CR)

ED 412 682 EC 305 880
Ramirez, Amy, Ed.
Directory of Selected Early Childhood Programs, 1996-97.
National Early Childhood Technical Assistance System, Chapel Hill, NC.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—1997-00-00
Contract—H024A60001
Note—224p.; For 1993-94 directory, see ED 384 184.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Agency Cooperation, Demonstration Programs, *Disabilities, *Early Childhood Education, *Early Intervention, Educational Innovation, Educational Legislation, Federal Aid, Federal Programs, *Grants, Infants, Inservice Teacher Education, Outreach Programs, Program Descriptions, Pupil Personnel Services, Research and Development, *Special Education, Staff Development, *Teacher Education, Technical Assistance, Toddlers
Identifiers—Individuals with Disabilities Education Act, *Office of Special Educ Rehabilitative Services

This directory lists selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services of the Department of Education. Introductory sections provide a user's guide, an overview, and a directory of addresses of key personnel and projects. The directory section then presents a state-by-state listing of projects and personnel in the following categories, the Early Education Program for Children with Disabilities (EEPCD), research grants, and personnel preparation grants. EEPCD project listings are subdivided into five categories: demonstration, inservice training, outreach, research institutes, and technical assistance. Within the research grant and personnel preparation listings, projects are organized by competition type. The directory section also lists key state personnel who administer the Preschool Grants Program (Part B, Section 619 of the Individuals with Disabilities Education Act), and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the State Interagency Coordinating Councils under IDEA. The section of project abstracts provides descriptions for each project, organized by program category and subcategory. Abstracts include the project's title; competition category; grant number; funding period; fiscal agency; contact information; and a description of target population, program purpose, and program activities. Another section lists research and personnel preparation grants by research grants and personnel grants. Two indexes list projects, first by program category and competition type and then by state or jurisdiction. (DB)

ED 412 683 EC 305 881
Walker, Pam O'Connor, Susan
Not Just a Place To Live: Building Community in Toronto.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—1997-06-00
Contract—H133D50037
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Advocacy, Case Studies, Cooperative Programs, *Disabilities, Foreign Countries, *Housing, Housing Opportunities,

*Independent Living, *Participative Decision Making, *Planned Communities, Program Development

Identifiers—Ontario (Toronto), *Shared Housing

This case study describes the recent development of two housing co-ops "Courtyard" and "CHORD," in Toronto (Ontario, Canada) that are inclusive of people with disabilities, that is, the co-ops were developed by people with disabilities, their families, and friends. Focus is on components utilized in the planning and development of the co-ops by their umbrella organization, Neighbors Allied for Better Opportunities in Residential Support (NABORS). The report is based on a site visit in April 1994 to the first of the co-ops, open for 10 months at that time. Background information notes the importance of the involvement of people with disabilities, parents, and advocates, and the value of the co-op as an intentional community, not just a housing co-op. A section on co-op organization describes the two co-op housing complexes and the support organization, including their boards of directors, a vision statement, co-op subsidies, membership issues, and allocation of government aid. A statement of principles addresses issues of community, natural social support, membership participation, self-determination, and nondiscrimination. Another section provides quotes from personnel involved in the development of intentional community. The study concludes with a statement emphasizing the importance of organizational clarity, intentional community, full participation for everyone, and relationships. (DB)

ED 412 684 EC 305 882

O'Brien, John

Implementing Self-Determination Initiatives: Some Notes on Complex Change.

Responsive Systems Associates, Lithonia, GA.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Contract—H133B30072

Note—41p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Delivery Systems, Demonstration Programs, *Developmental Disabilities, Innovation, Models, Personal Autonomy, Program Administration, Program Development, Program Proposals, Resource Allocation, *Self Determination, State Programs, *Systems Analysis

This paper presents thoughts resulting from review of proposals by state developmental disabilities authorities, submitted to the Robert Wood Johnson Foundation, that were designs for change initiatives in self-determination systems. These reflections on the use of service money and the provision of supports to people with developmental disabilities are organized into several logic diagrams on which the proposals appear to be based, all of which suggest the limits and contradictions involved in implementing the concept of self-determination. One approach sees self-determination as an agreement between the individual (who agrees to certain responsibilities) and the administrative service system (which agrees to corresponding services). A second logic diagram sees the initiative in terms of six interacting core processes, four of which are managed directly by the service system and two influenced by, but outside of, the direct control of service workers and agency managers by the initiative's values. A third logic diagram shows self-determination as a solution to a variety of service system problems related either to providing services for people with developmental disabilities or to making the best use of public funds. The next logic diagram focuses on outcomes, either increased consumer satisfaction or better use of public funds. Other issues addressed include the expanding service capacity and use of natural supports to replace paid services. Finally, several models of overall project design are discerned in the proposals. (DB)

ED 412 685 EC 305 883

O'Brien, John O'Brien, Connie Lyle

Inclusion as a Force for School Renewal.

Responsive Systems Associates, Lithonia, GA.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1995-00-00

Contract—H133B80048

Note—27p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Psychology, *Disabilities, *Educational Change, *Educational Philosophy, Elementary Secondary Education, *Inclusive Schools, Mainstreaming, Social Integration

This paper presents arguments and evidence from research and practice in support of a series of statements concerning inclusion of students with disabilities as a force for school renewal and the building of the school community. The statements are: (1) inclusion heightens awareness of the school as community; (2) inclusion is a cultural force for school renewal; (3) for inclusion to thrive, schools must be conscious communities; (4) learning to build community means linking person-to-person learning to social architecture; (5) building community is creative work; (6) education is the way of becoming a human being; (7) commands are futile as a way to better education; and (8) building inclusive community links schooling with education. (Contains 35 references.) (DB)

ED 412 686 EC 305 884

O'Brien, John O'Brien, Connie Lyle

A Tune beyond Us, Yet Ourselves: Power Sharing between People with Substantial Disabilities and Their Assistants.

Responsive Systems Associates, Lithonia, GA.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1996-00-00

Contract—H133B80048

Note—16p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendants, Change Strategies, *Delivery Systems, *Developmental Disabilities, Empowerment, Foreign Countries, Interpersonal Relationship, Participative Decision Making, *Personal Autonomy, *Power Structure, Self Determination, *Severe Disabilities

This paper addresses the need to create relationships and supports that offer people with substantial disabilities the assistance they require to increase effective control of their lives ("power sharing"). The paper is based on experience and research in North American and British services to people with intellectual disabilities, autism, and cerebral palsy. The first section provides anecdotal vignettes to illustrate three different images of power sharing. The discussion that follows then focuses on four contemporary truths about disability and power sharing (such as the capability of most people with disabilities for problem solving and decision making). Power sharing is then defined in terms of its effect, its medium, the means that promote it, its absence, and the purpose it serves. Issues are itemized concerning what power sharing really implies for people with and without disabilities, such as difficulties in treating people as individuals first, regardless of the disability label. Stressed is the necessity of recognizing existing inequalities of power prior to achieving full power sharing. The relationship between the personal assistant and the individual with disabilities is considered in terms of issues of power sharing. The paper concludes with a call for new systems of service, aimed at support rather than dominance. (Contains 10 references.) (DB)

ED 412 687 EC 305 885

deFosset, Shelley Carlin, Michael

Section 619 Profile. Eighth Edition.

National Early Childhood Technical Assistance System, Chapel Hill, NC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Contract—H024A60001

Note—56p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, *Delivery Systems, *Disabilities, *Early Intervention, Educational Legislation, Eligibility, Family Programs, Federal Legislation, Financial Support, Individualized Family Service Plans, Mainstreaming, National Surveys, Parent Participation, Preschool Education, Program Administration, Program Implementation, Staff Development, State Legislation, *State Programs, Statistical Data, Transitional Programs, Trend Analysis

Identifiers—*Individuals with Disabilities Education Act Part B

Information on the implementation of services for preschool children with special needs and their families is presented, based on current or previous surveys of 50 states, the District of Columbia, and eight outlying jurisdictions. The information is presented in tabular form and is organized into nine sections related to the Individuals with Disabilities Education Act Part B, Section 619. These sections include: (1) administration, education reform, and funding; (2)interagency coordination; (3) personnel; (4) transition; (5) inclusion and programming; (6) public awareness; (7) Individualized Family Service Programs and family-centered services; (8) eligibility; and (9) special education mandates and legislation. The final section presents tables on preschool program data including number of children served in each state from 1986 through 1997, and graphs showing program growth in dollars and number of children served from 1977 through 1997. An appendix lists Section 619 coordinators for each state and related personnel. (DB)

ED 412 688 EC 305 887

Askew, Linda Husted, Tony Faris, Cindy

Project Ta-Kos Outreach. Final Report.

Alta Mira Specialized Family Services, Inc. Albuquerque, NM.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-09-30

Contract—H024D40029

Note—73p.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consultation Programs, Cultural Background, Delivery Systems, *Disabilities, Early Childhood Education, *Family Involvement, Family Programs, Human Services, Infants, *Inservice Education, Models, Outreach Programs, Program Implementation, *Special Needs Students, Teaching Models, Young Children

Identifiers—New Mexico

This final report describes activities and accomplishments of Project Ta-Kos Outreach, a 3-year program to provide consultation and site-specific training for families, educators, and health care providers. Project Ta-kos, through its curriculum and training approach, was designed to increase the probability that children, ages birth through eight with special needs and their families could access services that were supportive of their preferences. The program used a family centered approach to early childhood services in multicultural and natural settings. Staff worked with community-based teams to jointly plan and determine desired outcomes. The project also provided site-specific, interagency training and consultation services using a training model based on adult learning theory. The program served 2,400 professionals and 6,000 children and their families. Individual sections of the report describe the program's goals and objectives, conceptual framework, training model, methodological and logistical problems and their solutions, evaluation, impact, and future activities. The first appendix summarizes family-centered curriculum components, including a paper entitled "Infusing Family-Centered Practices into Agency Administration" (by Patricia Parham and Patricia McMahon). The second appendix includes various evaluation materials including workshop evaluation forms and participant surveys. (DB)

ED 412 689 EC 305 889

Basso, Dianne McCoy, Natalie

The Co-Teaching Manual: How To Successfully Include Special Needs Students in the Classroom.

Pub Date—1996-00-00

Note—79p.

Available from—Twins Publications, P.O. Box 6364, Columbia, SC 29260-6364; telephone: 803-782-1781; fax: 803-787-8508 ($23.95).

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Consultation Programs, Definitions, *Inclusive Schools, *Learning Disabilities, Mainstreaming, *Mild Mental Retardation, Program Development, Records (Forms), *Regular and Special Education Relationship, Resource Room Programs, Secondary Education, *Teacher Collaboration, Teaching Models, *Team Teaching

This manual offers step-by-step guidance for implementing a secondary level co-teaching program to provide mild to moderately impaired learning disabled students with maximum inclusion time through a combination of co-teaching, resource room programs, and consultation. Individual sections focus on: (1) the definition of co-teaching and reasons for its use; (2) starting a co-teaching program (gaining approval, inservice, visiting other districts, and having regular teachers complete an interest survey); (3) principles of co-teaching (planning and methods); (4) tips for co-teaching (do's and don'ts); (5) classroom modifications (instructional, testing, and other modifications); (6) using a resource program (the curriculum and syllabus); (7) using a consultation program (definition and procedures); (8) organizing (scheduling and notebook organization); and (9) definitions of important terms. A sample calendar suggests a schedule for program development and implementation. Appended are 24 forms for use in the program. Examples are: (1) a consultation model evaluation form; (2) a daily monitoring report; (3) an end of year progress report; (4) an introduction to parent letter; (5) a notification of parent meeting form; (6) and a weekly assignment sheet. (DB)

ED 412 690 EC 305 904

Hogan, Kerry

Nonverbal Thinking, Communication, Imitation, and Play Skills from a Developmental Perspective.

North Carolina Univ., Chapel Hill.

Pub Date—1997-08-00

Note—15p.; Document downloaded from the Internet.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, Child Development, *Communication Skills, *Developmental Stages, *Imitation, *Play, *Visual Learning, Young Children

Designed for parents or teachers of young children with autism, this guide outlines the development stages in nonverbal or visual thinking, communication, imitation, and play in children with and without autism. In the section on nonverbal or visual thinking skills, the paper addresses simple sorting and matching, the purpose of sorting, and more complicated sorting and matching techniques. The section on communication discusses expressing needs, expressing specific needs, using gestures, joint attention, using visual information to communicate, signing, using words, and understanding communication. Communication pointers for encouraging communication are provided. The section on imitation reviews the developmental stages, including the imitation of facial movement, the imitation of actions that objects' do not usually perform, imitation of actions that a child cannot see himself perform, object imitation, imitation of body movements, imitating two actions at one time, and imitation of a sequence of actions. The final section on play discusses early social play, toy play, and play with peers. Throughout the paper, sample activities for children with autism have been included as examples of teaching techniques that can be adapted to different developmental levels. The paper closes with a discussion of the unique development of children with autism. (CR)

ED 412 691 EC 305 905

Mangan, Troy W. Lakin, K. Charlie

Summary of National and State Databases on Residential Services for Persons with Developmental Disabilities. Report 44.

Minnesota Univ., Minneapolis. Research and Training Center on Residential Services and Community Living.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Administration on Developmental Disabilities (DHHS), Washington, DC.

Pub Date—1994-12-00

Note—86p.

Available from—Publications Office, Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455; telephone: (612)624-4512; $8.

Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Database Design, *Database Producers, *Databases, *Developmental Disabilities, Elementary Secondary Education, National Surveys, *Residential Institutions, Residential Programs, *Residential Schools, State Surveys

This report focuses on the current status of national and state information systems on residential services for persons with developmental disabilities. Ten national databases and 24 state databases are profiled. Each profile presents a summary of the types of information collected and how this information can be accessed. Data elements are presented to identify possible linkages or data aggregations across state data collection efforts or to suggest potential comparisons across states. Each database summary includes the following information: sponsor, population included, purpose/relevance, design, periodicity, geographic level, sociodemographic data, services data, publication of data, and contact person. The report also suggests supports that would assist states in improving, utilizing and sharing their data collection systems. Three tables are provided indicating the individual characteristics, functional characteristics, residential service types, and funding source of the different databases. An appendix lists state database contacts. (CR)

ED 412 692 EC 305 906

Rosenkoetter, Sharon Shotts, Cynthia

Bridging Early Services Transition Project—Outreach July, 1993 - June, 1997. Final Report.

Associated Colleges of Central Kansas, McPherson.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-09-30

Contract—H024D30046

Note—53p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Cooperation, Coordination, *Disabilities, *Early Intervention, Family Involvement, *Family Programs, *High Risk Students, Integrated Services, Models, *Transitional Programs, Young Children

Identifiers—Bridging Early Services Transition Project

This report discusses the outcomes of a project designed to help young children with special needs and their families prepare for and adjust to new service settings. The Bridging Early Service Transition (BEST) Project has helped administrators, service providers, and families plan and coordinate transitions for young children with disabilities or at-risk conditions. The program model contains adaptations for different types of transition in communities of various sizes, for children of different ages and with different types of special needs, and for families with diverse resources and histories of participation. BEST emphasizes advance planning and communication between the sending and receiving program and the home. It also offers opportunities for family members to become involved as active participators in their child's transition. The model includes formats for: (1) local interagency needs assessments; (2) interagency agreements; (3) communicating between families and service providers; (4) family partnership in decision-making; (5) constructing interagency and intragency transition timelines; (6) building within the Individualized Family Service Plan a transition timeline for each child; (7) identifying local agencies for referral; (8) preparing the child for changes in program and personnel; (9) systems change to incorporate more options for inclusive services; and (10) evaluation of transition procedures. (Author/CR)

ED 412 693 EC 305 907

Elliott, Judith L. Thurlow, Martha L.

Opening the Door to Educational Reform: Understanding Educational Assessment and Accountability.

National Center on Educational Outcomes, Minneapolis, MN.; Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-03-00

Contract—H159C50004, H029K50208

Note—29p.; For related document, see EC 305 944.

Available from—Parents Engaged in Education Reform (PEER) Project at The Federation for Children with Special Needs, 95 Berkeley Street, Suite 104, Boston, MA 02116; telephone: 617-482-2915; fax 617-695-2939 ($5).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Disabilities, *Educational Assessment, Educational Change, Educational Innovation, Educational Legislation, Elementary Secondary Education, Evaluation Methods, *Outcomes of Education, State Programs, *Student Evaluation, *Student Participation

Identifiers—Goals 2000, Improving Americas Schools Act 1994, School to Work Opportunities Act 1994, *Testing Accommodations (Disabilities)

This document discusses educational assessment and accountability in current educational reform efforts and the implications for students with disabilities. A preface addresses common educational reforms, new laws promoting education reform, and how today's reforms fit with special education. The paper then describes three types of assessment: individual assessment, large-scale assessment, and performance-based assessment. The historical exclusion of students with disabilities from large scale assessment programs at the national, state, and local levels, and the reasons for this exclusion are highlighted. The need for accommodations to enable students with disabilities to participate in future assessments is also discussed. The document closes with a discussion on what can be done to maximize the participation and accommodations for students with disabilities in large scale assessment. Strategies include: planning and developing assessments that ensure accountability for all students, finding out if statewide assessments include students with disabilities, using an alternative assessment for some students, and reporting the assessment results of all students. Action steps that can be taken at the school district level and action steps for Individuals Education Programs to ensure participation and accommodation of students with disabilities in the local and state level assessment are also provided. (Contains 15 references.) (CR)

ED 412 694 EC 305 908

Kennedy, Jae LaPlante, Mitchell P. Kaye, H. Stephen

Need for Assistance in the Activities of Daily Living. Disability Statistics Abstract, Number 18.

California Univ., San Francisco. Inst. for Health and Aging.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1997-06-00

Note—5p.

Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Daily Living Skills, *Disabilities, Federal Programs, *Helping Relationship, *Incidence, National Surveys, *Participant Characteristics, *Self Care Skills

Identifiers—*Personal Assistance (of Disabled)

This abstract summarizes recent statistics on those needing assistance in Activities of Daily Living (ADLs), along with participation rates for various proposed benefit programs, based on an analysis of the 1990-91 Survey of Income and Program Participation. Analysis indicates: (1) an estimated 1.9 percent of the population has difficulty performing one or more ADLs, but does not need assistance: (2) 1.9 percent needs help with at least one ADL, more than half of this percentage requires assistance with two or more ADLs; (3) 2.7 million adults need help taking a bath or shower, the most common ADL assistance needed; (4) spouses are most often the primary providers, followed by daughters and other relatives; (5) an estimated 9.2 percent of the population needing ADL assistance uses paid providers as the primary source of assistance; (6) 61 percent of the people needing personal assistance are aged 65 or older; (7) women are more likely than men to require personal assistance; and (8) African Americans have the highest rate of assistance needs at 2.8 percent. Further analysis indicates that federal program eligibility rates for personal assistance services could be reduced by expanding assistance only to the elderly or people living below the poverty line. (CR)

ED 412 695 EC 305 909

Panyan, Marion Hummel, Jeffrey McPherson, Sarah Nunn, Jacqueline Steeves, Joyce

Evaluation of the Integration of Technology for Instructing Handicapped Children—Elementary Level. Final Report.

Johns Hopkins Univ., Baltimore, MD.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1991-09-30

Contract—300-86-0125

Note—442p.; Prepared by the Center for Technology and Human Disabilities.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Uses in Education, *Educational Technology, Elementary Education, *Inclusive Schools, *Instructional Innovation, Integrated Activities, Mainstreaming, *Mild Disabilities, Regular and Special Education Relationship

This final report discusses the outcomes of a project designed to investigate the effective implementation of technology hardware and software as an instructionally integrated component of educating elementary children with disabilities within the regular classroom setting. The project conducted a series of applied research studies to use as a foundation for a model to facilitate the integration of technology in the instructional routines of students with mild disabilities. This work led to three outcomes: (1) a description of technology integration as the process of using technology for establishing educational goals and using it as one support in the delivery of instruction where it is appropriately indicated; (2) the definition of three technology integration principles: computer-assisted instruction should correspond appropriately to specific instructional objectives as well as to age/grade level scope and sequence of the curriculum; the use of the microcomputer should be an integral aspect of organizing students for instruction; there should be consistent monitoring of students' progress during the use of technology; and (3) the development of an emerging Technology Integration Enhancement model to guide programmatic efforts of educational change related to technology. A set of appendices representing the cumulative products generated during the project is attached. (Contains 30 references.) (CR)

ED 412 696 EC 305 911

Xin, Fu

The Effects of Computer-Assisted Cooperative Learning in Mathematics in Integrated Classrooms for Students with and without Disabilities. Final Report.

Rowan Coll. of New Jersey, Glassboro. Special Education Dept.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1996-12-00

Contract—H023N40027

Note—64p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Cooperative Learning, Elementary Education, *Inclusive Schools, *Learning Disabilities, Mainstreaming, Mathematics Achievement, *Mathematics Instruction, *Peer Acceptance, Student Attitudes

This research project investigated the effects of computer-assisted cooperative learning in mathematics instruction within integrated classrooms for 118 third-graders (25 with learning disabilities) and 92 fourth-graders (16 with learning disabilities). Students were grouped into cooperative learning, whole-class, or individual learning situations to learn math with the help of computer technology in class. Three computer software packages were used for students to learn math concepts, including computation, application, and problem solving skills. All the students took pre- and post-math achievement tests and participated in a learning attitude survey. Results showed that the cooperative learning group's scores on math achievement were statistically higher than those of the whole-class learning group. Also, the results of the attitude survey showed that the cooperative learning group had higher scores on preference of the learning subject, effort, accomplishment, and self-confidence than those in the whole-class learning group. In addition, a social acceptance scale administered to the general education students indicated that in the cooperative learning group the students' willingness to engage in social contact with students with disabilities was higher and their avoidance of social contact with students with disabilities was lower than the other learning groups. Relevant evaluation materials are attached. (Contains 33 references.) (Author/CR)

ED 412 697 EC 305 912

Bailey, Don Applequist, Karen

Parent Perceptions of Home Visitors: A Comparative Study of Parents Who Are American Indian and Non-Indian Parents.

North Carolina Univ., Chapel Hill.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Contract—H023B30006

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, *Cultural Influences, *Disabilities, Early Childhood Education, *Early Intervention, Family Characteristics, Family Programs, *Navajo (Nation), *Parent Attitudes, *Participant Satisfaction, Young Children

This final report discusses the outcomes of a research project that examined the nature of the relationship between 52 Navajo caregivers' perceptions of the early intervention service system and specific program, provider, and family variables. The project also investigated perceptions of 16 early intervention personnel regarding barriers to, and strategies for, providing early intervention services to eligible families in the Navajo Nation. Results found caregivers had greater satisfaction with early intervention services in programs perceived to be more family centered. Those individuals who were less educated or more traditional generally rated the program as being less family centered. Provider variables such as ethnic matching between the provider and caregiver, and the educational level of the provider, failed to relate strongly to either measure of satisfaction. Ninety-six percent of the caregivers had no preference with regard to the ethnic/racial background of the provider. The acculturation status had a strong and statistically significant positive relationship with satisfaction with family-related aspects of services. Overall, caregivers were quite positive about early intervention services and seemed to be unable to identify anything needing improvement. Service providers identified travel time issues as a significant barrier to providing services. (Contains 40 references.) (CR)

ED 412 698 EC 305 913

Gleason, Deborah Smith, Ann Warren, Ed.

Early Interactions with Children Who Are Deaf-Blind. Fact Sheet.

National Information Clearinghouse on Children Who Are Deaf-Blind, Monmouth, OR.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-05-00

Contract—H025U20001

Note—9p.

Available from—DB-LINK, 345 Monmouth Ave., Monmouth OR 97361; phone: 800-438-9376; TTY: 800-854-7013.

Journal Cit—DB-LINK; May 1997

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Cues, *Deaf Blind, *Interpersonal Communication, *Parent Child Relationship, *Parent Participation, *Sensory Training

This factsheet presents numerous ways that parents can interact with their deaf-blind children. The challenges facing children with deaf-blindness are explained and compared to children without disabilities. Ways to recognize and then respond to children's actions are suggested, and tips for developing good communication are presented, including using consistent daily routines, providing the child with cues so he or she can learn to anticipate what is going to happen, and giving the child opportunities to experience having control over his or her environment. Practical suggestions are provided for giving children consistent sensory cues, including: (1) establishing predictable routines with clear beginnings and endings; (2) giving choices; (3) remembering to offer pauses; (4) watching for cues; (5) inventing your own games; (6) taking advantage of "accidents"; (7) encouraging use of all sensory information; (8) adapting the environment; (9) helping the child interpret the limited sights and sounds that are available; (10) monitoring levels of stimulation; (11) proving opportunities to make choices; (12) using appropriate cues; and (13) helping the child interact with others. Contains a list of 20 printed resources and 5 organizational resources on children with deaf-blindness. (CR)

ED 412 699 EC 305 914

Parrish, Thomas B.

Special Education in an Era of School Reform: Special Education Finance.

Federal Resource Center for Special Education, Lexington, KY.; American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Center for Special Education Finance.; Academy for Educational Development, Washington, DC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-09-00

Contract—HS93033001

Note—53p.

Available from—Federal Resource Center, Academy for Educational Development, 1875 Connecticut Avenue, Suite 900, Washington, DC 20009; telephone: 202-884-8215.

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, *Economic Factors, *Educational Finance, Educational Innovation, Elementary Secondary Education, Expenditure per Student, *Finance Reform, Financial Policy, Financial Support, Inclusive Schools, Program Costs, *Special Education, *State Aid, Student Costs, Student Placement

This report summarizes and discusses some of the major fiscal policy questions surrounding the funding of special education in the current era of school reform. Part 1, "Current Special Education Financing: Issues and Provisions," addresses how special education is currently funded and the different formulas used for special education funding. Issues that are driving the reform of special education funding are outlined, including the need for greater flexibility in placement and use, rising special education costs and enrollments, concerns over the efficiency of special education services, the strict categorical nature of special education services, and fiscal policies that work at cross purposes with inclusion policies. Part 2 of the report, "State and Federal Reform Initiatives" discusses different ways that governments are addressing the issues of special education funding, including census-based funding, adjusting special education funding based on student poverty, removing fiscal incentives for restrictive placements, changing the federal "incidental benefit" rule, and blended funding and service provisions. Criteria that states should consider when developing funding systems to foster effective special education programming, how states' fiscal policies can encourage integrated services, and ways states have been able to overcome difficulties in implementing fiscal reform policies are also reviewed. (Contains 18 references.) (CR)

ED 412 700 EC 305 916

Basso, Dianne McCoy, Natalie

Study Tools: A Comprehensive Curriculum Guide for Teaching Study Skills to Students with Special Needs.

Pub Date—1996-00-00

Note—370p.

Available from—Twins Publications, PO Box 6364, Columbia, SC 29260-6364; telephone: 803-782-1781; fax: 803-787-8508 ($79.95).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Disabilities, Elementary Secondary Education, *Learning Strategies, *Listening Skills, Memory, *Notetaking, Special Needs Students, *Study Skills, Teaching Guides, Teaching Methods, *Test Wiseness, Time Management, Writing Strategies

This step-by-step study skills curriculum was designed to enable regular and special education teachers to teach students with disabilities study skills that will enable them to keep up in their content area classes. Chapters address: (1) familiarizing students with the class and the materials they will need; (2) time management and setting long and short term goals; (3) identifying the five parts of a textbook; (4) memory techniques; (5) test-taking skills; (6) listening skills; (7) notetaking skills; (8) the writing process; and (9) techniques for organizing and remembering written information from a book (survey, question, read, recite, review). Each chapter begins with an objective and the materials needed for this portion of the curriculum, and includes a teacher narrative or lesson plan with what the teacher says to the students in bold print. Chapters also have study sheets that may include exercises, guided practices, quizzes, tests, and overheads. Answer keys for quizzes and tests are found in the back of the book. (Contains 17 references.) (CR)

ED 412 701 EC 305 918

Ainscow, Mel

Special Needs in the Classroom: A Teacher Education Guide.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No. —ISBN-1-85302-248-9

Pub Date—1994-00-00

Note—225p.

Available from—UNIPUB, 4611 F. Assembly Drive, Lanham, MD 20706-4391 ($35.00).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Definitions, *Disabilities, *Educational Innovation, Elementary Secondary Education, Foreign Countries, *Inclusive Schools, Instructional Effectiveness, Learning Processes, Preservice Teacher Education, *Special Needs Students, *Teacher Education, Teacher Effectiveness, Teaching Guides, *Teaching Methods

Identifiers—*UNESCO

This guidebook is based on research and development associated with the UNESCO (United Nations Educational, Scientific, and Cultural Organization) teacher education project "Special Needs in the Classroom." The aim of the project was to design and disseminate a Resource Pack of teacher education materials to help schools and teachers throughout the world become more skilled in dealing with pupils with special needs in mainstream schools. This guidebook provides: (1) theoretical and practical ideas for teacher educators involved in both preservice and inservice teacher education; (2) an account of the development of the UNESCO Resource Pack, outlining the processes of international collaboration that led to its design and the research that has informed its model of dissemination; and (3) detailed accounts of ways in which the Resource Pack might be used, including an account of its theoretical rationale and instruction that will provide the basis of training for teacher educators. The first four chapters of the guide discuss the background, research, and development of the project. The next five chapters provide advice on teacher education approaches, accounts of teacher education initiatives based upon the UNESCO Resource Pack, and suggestions on setting up and supporting teacher development projects. (Contains 69 references.) (CR)

ED 412 702 EC 305 919

Hudson, Pamela

Research on the Effective Teaching Approach and Visual Display Enhancement To Improve the Content Learning of Adolescents with Learning Disabilities. Final Report.

Utah State Univ., Logan. Coll. of Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Contract—HO23N0027

Note—54p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Educational Innovation, Educational Strategies, Elementary Secondary Education, *Learning Disabilities, *Recall (Psychology), *Retention (Psychology), *Teacher Effectiveness, *Teaching Methods, *Visual Stimuli

This final report discusses the outcomes of a project that conducted six research studies to investigate the use of an effective teaching approach and visual display enhancements in content instruction for adolescents with learning disabilities. Four studies compared various components of the effective teaching approach with a traditional lecture approach to see the effects on acquisition and retention of content materials on students with mild disabilities. The studies investigated the effects a lecture plus effective teaching in the learning set phase of the instructional cycle, effective teaching in the presentation and guided practice phase of the instructional cycle, effective teaching in the independent practice phase of the instructional cycle, and a combination of effective teaching in the learning set, presentation and guided practice, and independent practice phases of instruction. The next study examined the role of the effective teaching approach and visual display interventions. The final study trained a regular education teacher to use the effective teaching approach in content instruction. Results found learning set activities and teacher-guided practice had positive effects on students, while teacher-directed independent practice did not help students meet the instructional demands of content classes. (CR)

ED 412 703 EC 305 920

Light, Janice C.

Exemplary Practices To Develop the Communicative Competence of Students Who Use Augmentative and Alternative Communication. Final Grant Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—1996-06-00

Contract—HO23N20010

Note—283p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Assistive Devices (for Disabled), *Augmentative and Alternative Communication, *Communication Aids (for Disabled), *Communication Disorders, Elementary Secondary Education, Instructional Materials, *Learning Modules, *Severe Disabilities, *Skill Development, Teaching Methods

This report discusses the objectives and outcomes of a project that investigated the use of augmentative and alternative communication (AAC) systems by students with severe communication disabilities. The first objective of the project was to conduct five investigations to identify skills that contribute to the communicative competence of students who use AAC systems. The following skills were identified: use of an introduction strategy, use of partner-focused questions, use of nonobligatory turns by AAC users with efficient rates of communication, and use of grammatically complete messages by AAC users with efficient rates of communication. The project's second objective was to conduct three investigations to evaluate the efficacy of instructional techniques to promote the acquisition, generalization, and long term maintenance of these skills. The instructional techniques resulted in the successful acquisition of target behavior, generalization of its use to practices and new situations in the natural environment, and maintenance of the target skill at least two months post-instruction. The third objective was the successful development and evaluation of three instructional modules for use by speech language pathologists, teachers, and other professionals that documented the instructional goals and techniques. The instructional modules are included in the appendices. (Contains 99 references.) (CR)

ED 412 704 EC 305 923

Gaylord, Vicki, Ed.

Social Inclusion of Adults with Developmental Disabilities.

Minnesota Univ., Minneapolis. Inst. on Community Integration.; Minnesota Univ., Minneapolis. Research and Training Center on Residential Services and Community Living.

Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Contract—H133B30072, 90DDO32301

Note—30p.

Available from—Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455; telephone: 612-624-4512.

Journal Cit—Impact; v10 n3 Fall 1997

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, American Indians, Church Role, *Community Programs, *Developmental Disabilities, Employer Attitudes, Friendship, High Schools, Higher Education, Interpersonal Relationship, *Normalization (Disabilities),

Peer Relationship, Program Development, Self Advocacy, *Social Integration, Social Isolation, Social Life, *Social Networks, Volunteers
Identifiers—Trinity College VT

This feature issue presents articles on the social inclusion of people with developmental disabilities into the community and also some related news items. This issue provides profiles of organizations, workplaces, and schools that are successfully integrating people with developmental disabilities into community activities. The articles are: "'I Look Out for Them, They Look Out for Me'- Finding Home in a Gang" (Lisa Nitcy Hope), showing a negative outcome when community integration fails; "What Is Social Inclusion All About?" (Brian Abery) addressing the need to move beyond mere physical inclusion to true social inclusion; "Overcoming Barriers to Social Inclusion" (Kris Schoeller) identifies barriers to inclusion and suggests strategies; "Person-Centered Social Inclusion Planning" (Dawna Phillips and Ann Eggebeen) describes a specific strategy to foster social relationships and activities for people with autism and other developmental disabilities; "So, What Is the Problem with Belonging?" (Lesa Nitcy Hope and Mary Yoder); "Unlimited Connections: Inclusion in the World of Dating and Romance" (Linda Dvelis); "Deliverance Evangelistic Church: Transforming Lives and Communities" (Harold Dean Trulear); "Cultural Inclusion: Connecting with the American Indian Community" (Matt Ziegler); "A Community of Volunteers" (Cheska Komissar and Debra Hart) discusses integrating people with disabilities into community volunteer programs; "College Life: The New Frontier" (Mary Beth Doyle) discusses how Trinity College (Vermont) includes students with developmental disabilities; "Social Inclusion in a High School: The Peer Connections Program" (Joy Keachie); "One Employer's Commitment to Inclusion" (Ann M. Bauer); "Inclusion in a Family Business" (John Labalestra); and "Social Inclusion through Self-Advocacy" (John G. Smith and Irving Martin). Vignettes of individuals with disabilities are provided to illustrate most of the programs described. (DB)

ED 412 705 **EC 305 924**

Odom, Samuel L. McConnell, Scott R. Ostrosky, Michaelene Peterson, Carla Skellenger, Annette Spicuzza, Richard Chandler, Lynette K. McEvoy, Mary A.

Play Time/Social Time: Organizing Your Classroom To Build Interaction Skills.

Minnesota Univ., Minneapolis. Inst. on Community Integration.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—1997-00-00
Contract—G008730527
Note—195p.
Available from—Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455; telephone: 612-624-4512; fax: 612-624-9344.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Classroom Environment, *Curriculum, *Developmental Disabilities, *Disabilities, Early Childhood Education, *Interpersonal Competence, Interpersonal Relationship, Learning Activities, Lesson Plans, Mainstreaming, Peer Relationship, Preschool Education, Social Development, Social Integration

This curriculum guide provides classroom organizational guidelines, activities, and lesson plans to promote social interaction and the development of social competence in preschool children with disabilities or at risk for developmental problems or delays. The program is designed to include peers who are either developing normally or have higher levels of social competence. The curriculum focuses on six social interaction skills: sharing, persistence, requesting to share, play organizing, agreeing, and helping. An introductory chapter describes the curriculum including its history, development, and field testing. Chapter 2 focuses on the selection of specific children for the intervention. Chapter 3 is on organizing the classroom and scheduling for the program's implementation. Chapter 4 provides guidelines for implementing the social skills lessons with a sample intervention schedule for 100 days. Chapter 5 is on ways to promote generalization, and the final chapter is on ways to adapt the curriculum to different situations in the classroom. The first appendix provides directions for 21 specific intervention activities. The second appendix provides 25 lesson plans, many of which utilize the intervention activities and are grouped into the six social interaction skills of the curriculum. A glossary is included. (Contains 36 references.) (DB)

ED 412 706 **EC 305 925**

Vandercook, Terri Medwetz, Laura Montie, Jo Taylor, Pam Scaletta, Kurtis

Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking.

Minnesota Univ., Minneapolis. Inst. on Community Integration.
Spons Agency—Department of Education, Washington, DC.
Pub Date—1997-08-00
Contract—HO86J20010, HO23R30029
Note—287p.
Available from—Publications Office, Institute on Community Integration (UAP), University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN; telephone: 612-624-1349.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Conflict Resolution, Cooperation, *Disabilities, Elementary Education, *Elementary School Curriculum, Emotional Development, Empathy, Inclusive Schools, Interpersonal Relationship, Learning Activities, Lesson Plans, Minority Groups, Multicultural Education, *Perspective Taking, Role Perception, Self Concept, Self Evaluation (Individuals), Social Cognition, *Social Integration, *Student Attitudes

This curriculum guide is intended to increase elementary students' awareness of their own and other people's perspectives, resulting in more open attitudes and flexible responses to diversity. Unique features include reflective questions for teachers, a focus on communicating content to families, and planned inclusion of students with disabilities. The curriculum is divided into four units which focus on: (1) the individual student's perspectives; (2) awareness of other people's perspectives; (3) learning to understand conflict; and (4) learning to work together. The 24 lesson plans are presented in the following format: intended grade level and time needed, learning objectives, materials, adult reflection questions, an introduction, suggested activities, closure activities, suggestions for home-school connections, suggestions for adaptations, and space for the teacher's notes. After an overview of the curriculum, the guide's sections provide explanations of the adaptation suggestions, guidelines for evaluation, and recommended ways to foster home-school connections and classroom community building. Also included are many instructional materials keyed to specific lessons and suitable for reproduction. (DB)

ED 412 707 **EC 305 927**

Developmental Delay as an Eligibility Category.

Council for Exceptional Children, Reston, VA. Div. for Early Childhood.
Pub Date—1996-09-10
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, *Developmental Delays, Early Childhood Education, *Educational Legislation, *Eligibility, *Evaluation Methods, Federal Legislation, Interdisciplinary Approach, Models, State Standards, *Student Evaluation, Teamwork, Young Children
Identifiers—*Council for Exceptional Children, *Individuals with Disabilities Education Act

This paper presents recommendations of the Division for Early Childhood (DEC) of the Council for Exception Children concerning the use of the developmental delay eligibility category as defined by the Individuals with Disabilities Education Act (IDEA) and DEC. The recommendations are: (1) that a developmental delay category of eligibility should be available for children in this age group; (2) that informed clinical opinion, culturally and linguistically appropriate test performance, and observation should be utilized in determining eligibility; (3) that a team process should be used as children move from IDEA Part H to Part B services; and (4) that personnel preparation programs should train professionals to use a multi-setting, multi-measure, and multi-informant model for identification and evaluation of developmental delay. In addition to the recommendations outlined, the paper reviews the experiences of the states that have adopted a developmental delay eligibility category; offers background information on using a developmental delay eligibility category for birth through 8 years of age; analyzes the preschool eligibility policies of the various states; and answers questions associated with this eligibility option. (DB)

ED 412 708 **EC 305 928**

Mazurek, Nicole Shoemaker, Andrew

Career Self-Efficacy in College Students with Disabilities: Implications for Secondary and Post-Secondary Service Providers.

Pub Date—1997-00-00
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Exploration, *Career Planning, *College Students, *Decision Making, *Disabilities, Higher Education, Individualized Education Programs, Interviews, Personal Autonomy, Self Advocacy, *Self Efficacy, Self Esteem, *Sex Differences, Transitional Programs
Identifiers—Career Decision Making Self Efficacy Scale

This pilot study examined the career self-efficacy of 75 college students (40 with disabilities and 35 without disabilities) using the Career Decision Making Self-Efficacy Scale-Short Form (CDMSE-SF) and semi-structured interviews. Career self-efficacy was defined as the belief that an individual can accomplish his/her career goals. Results indicated that students with disabilities scored significantly lower than their non-disabled peers on the CDMSE-SF. There did not appear to be any relationship between type of disability and career self-efficacy. However, an interaction between gender and disability was found, with male participants with disabilities scoring significantly lower than female participants with disabilities. There was also no relationship between scores of students with disabilities who were eligible for transition planning and those students who were not eligible due to age. Results led to recommendations concerning the transition planning component of the student's individualized education plan, instruction in self-advocacy skills at the secondary level, career counseling services of the campus career development center, and a possible mandatory career exploration course. (DB)

ED 412 709 **EC 305 930**

Volunteers Who Produce Books: Braille, Cassette, Large Print.

Library of Congress, Washington, DC. Div. for the Blind and Physically Handicapped.
Report No.—ISSN-0193-113X
Pub Date—1996-00-00
Note—97p.
Available from—National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Blindness, *Braille, *Large Type Materials, Library Services, Partial Vision, *Talking Books, *Visual Impairments, *Volunteers
Identifiers—*National Library Service for the Blind

This directory lists the names of volunteer groups and individuals who transcribe and record books and other reading materials under the Library of Congress' National Library Service for the Blind and Physically Handicapped program. The listing is alphabetical by state. Each entry is assigned an index number and specifies such services as braille transcription, computer-assisted transcription, print enlargements, tape recording, duplication, and binding. Entries also give such braille code specialties as music, mathematics, and specific languages. The directory contains information in separate sections on state special education contacts and proofreaders certified by the Library of Congress. (DB)

ED 412 710 EC 305 931

Powers, P. J. Putnam, Jon

Mixed Lateral Dominance as a Predictive Factor of Learning Disability.

Pub Date—1997-00-00

Note—14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (15th, Jackson, WY, October 1-4, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brain Hemisphere Functions, Children, *Disability Identification, Elementary Education, Evaluation Methods, *Lateral Dominance, *Learning Disabilities, Neurological Organization, *Perceptual Motor Learning, *Predictor Variables, *Student Evaluation

This report discusses the outcomes of a study of 147 children (ages 7-10) with learning disabilities that investigated the extent to which students legally classified with learning disabilities concurrently manifested mixed lateral dominance (MLD). The study was conducted to determine if MLD was a possible predictive factor for early identification of learning disabilities. The learning disability classification of the subjects included individual performance, verbal, and full-scaled IQ scores. Also included were performance, visual, and Sigma-scaled raw scores. MLD was then measured using the Dennision Laterality Test in all subjects to determine if subjects manifested their perceptual motor or neurological characteristics concurrently with learning disabilities. Results of the study appear to support the heterogeneity of learning disabilities, especially in the pursuit of a simple predictive factor that was significantly associated with early, simple screening and identification of learning disabilities. (Contains 22 references.) (Author/CR)

ED 412 711 EC 305 932

Powers, P. J. Putnam, Jon J.

The Effect of Certified Special Olympics Training upon the Performance of Mentally Retarded Participants.

Pub Date—1997-00-00

Note—10p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (15th, Jackson, WY, October 1-4, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Athletic Coaches, *Certification, *Mental Retardation, *Performance Factors, Recreational Activities, *Special Olympics, *Trainers, Training Methods

This paper discusses the outcomes of a study that investigated the effects of Special Olympics certification of coaches upon the performances of 160 competitors (ages 12-41) with mental retardation from 22 countries who participated in the 1987 International Special Olympics. Composite standardized scores for all five events of the pentathlon were analyzed using one-way ANOVA corrected for unequal sample size. Although, as expected, there were no significant differences between "non-certified" trained/coached subjects and the Special Olympics International (SOI) "certified" trained/coached subjects, subjects exposed to SOI-certified training/coaching performed better. The SOI Sports Instructional Training Program and its requirements are described. (Contains 10 references.) (Author/CR)

ED 412 712 EC 305 933

Finn, Laurie Lawler

Critical Support Services for College Students with Learning Disabilities.

Pub Date—1997-00-00

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, College Faculty, College Students, Consciousness Raising, Focus Groups, *Helping Relationship, Higher Education, *Institutional Role, *Learning Disabilities, *Services, Social Support Groups

Identifiers—*Academic Accommodations (Disabilities), *Testing Accommodations (Disabilities)

This paper discusses the outcomes of a study that used focus groups to investigate services and accommodations that were important to college students (n=33) with learning disabilities (LD). Students were from five Midwest colleges and universities that offered programs specifically for students with LD or who made special services ad accommodations available. The institutions included two community colleges, two independent colleges or universities, and one public university. The five most beneficial learning disability support services and accommodations, based on the criteria that were mentioned by the most number of focus group participants, included coursework accommodations, testing accommodations, LD staff members, peer support groups, and tutors. Note takers, books on tape, and having papers proofread were coursework accommodations mentioned most often. Extended time to take a test, taking a test in a quiet room separate from other test takers, and having someone read the test aloud to the individual were the testing accommodations mentioned most often. Other results from the study emphasize the importance of self-esteem training for students with LD, publicity and student awareness of LD services, and faculty programs to increase awareness and to provide information regarding instructional and institutional accommodations. (Contains 18 references.) (CR)

ED 412 713 EC 305 934

Reuter, Steven F. Erickson, Cheryl

Strategies Intervention Model: Promoting Positive Academic and Social Classroom Perceptions in Middle School Students.

Pub Date—1995-00-00

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Classroom Techniques, Cooperative Planning, Curriculum Design, *Disabilities, Educational Strategies, Elementary School Curriculum, Instructional Development, Intermediate Grades, *Interpersonal Competence, Middle Schools, Models, *Peer Relationship, Self Concept, *Self Esteem, Sex Differences, Social Integration, Student Attitudes, *Teacher Role, Teacher Student Relationship, Teaching Methods

Identifiers—Middle School Students

This paper discusses a study that examined whether 20 typical sixth-grade students and 4 students with special needs in a Strategies Intervention Model (SIM) classroom developed more positive academic and social perceptions over the course of the school year when compared to 22 students in a regular classroom. The SIM is described as a curriculum delivery system that has been designed to address the social interaction needs of students with disabilities. SIM consists of curricular and instructional interventions, collaborative consultation between the classroom teacher and the support services teacher(s) and involvement of external support individuals. Two SIM goals are to develop students who can learn and perform independently and exhibit appropriate classroom social and personal skills. Results indicate that SIM students had more positive social and academic perceptions that non-SIM students in 9 of 11 factors, including teacher personal support, student academic support, student personal support, alienation, cohesion, and academic self-esteem. SIM students' perception was significantly less positive than non-SIM students on classroom competition. Gender differences were also analyzed and data found that SIM females were found to be more positive than males. The critical role of teachers in shaping the classroom environment is emphasized. (Contains 18 references.) (CR)

ED 412 714 EC 305 935

Spearman, Russ

Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exito: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

Idaho State Council on Developmental Disabilities.

Pub Date—1995-00-00

Note—155p.

Available from—Idaho State Council on Developmental Disabilities, 280 North 8th Street, Suite 208, Boise, ID 83720-6000; telephone: 208-334-2178.

Language—Spanish, English

Pub Type— Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Advocacy, Civil Rights Legislation, *Disabilities, *Employment Opportunities, Employment Programs, *Employment Services, Financial Support, Organizations (Groups), Parent Participation, Spanish Speaking, State Legislation, *Supported Employment, *Vocational Rehabilitation, Young Adults

Identifiers—*Idaho, Supplemental Security Income Program

Designed for individuals with disabilities and their families, this handbook (in both English and Spanish versions) provides information about vocational opportunities in Idaho and how they may be accessed by young adults with disabilities. Topics addressed include: (1) work related and individual and family supports; (2) types of adult service programs; (3) categories of adult employment programs; (4) school transition as a means to employment; (5) major adult vocational services; (6) employment related service terms; (7) types of supported employment; (8) new methods of supported employment, including natural supports in the workplace; (9) community supported employment characteristics; (10) emerging providers/opportunities; (11) long-term funding; (12) types of income support; (13) questions that should be asked about adult programs; (14) parents as case managers and advocates for change; (15) sources of rights for workers with disabilities; (16) basic laws concerning discrimination; (17) advocacy strategy; (18) state laws; and (20) tax incentives and benefits for employers of persons with disabilities. Appendices include information service regions in Idaho, the PASS (Plans for Achieving Self-Support) and long term funding programs, benefits for people with disabilities who work, SSI (Social Security Income) eligibility requirements, the vocational rehabilitation process, and state and federal resource organizations in Idaho. (Contains 18 references.) (CR)

ED 412 715 EC 305 936

Keys to the Future: A Handbook for Parents of Children with Disabilities [and] Las Llaves para el Futuro: Un Libro para los Padres de Ninos con Problemas de Desarrollo.

Idaho State Council on Developmental Disabilities.

Pub Date—1990-00-00

Note—153p.

Available from—Idaho State Council on Developmental Disabilities, 280 North 8th Street, Suite 208, Boise, ID 83720-6000; telephone: 208-334-2178.

Language—Spanish, English

Pub Type— Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Advocacy, Children, Childrens Rights, *Coping, *Disabilities, *Disability Identification, Due Process, Educational Legislation, Elementary Secondary Education, Evaluation Methods, Financial Support, Infants, *Parent Child Relationship, Parent Participation, Preschool Education, *Services, Social Support Groups, Spanish Speaking, Toddlers, Vocational Rehabilitation, Young Children

Identifiers—*Idaho

Designed for parents of children with disabilities, this handbook (in both English and Spanish versions) provides information about services available in Idaho, how to use these services, and how to approach the job of parenting a child with disabilities. Chapters include: (1) "Beginnings: Understanding Your Family and Your Child with a Disability," which addresses feelings when first learning of the disability, family dynamics, and strategies for coping; (2) "About Your Child's Disability," which describes different types of conditions and how other parents can help; (3) "Through the Maze of Supports," which discusses the system of services and support for individuals with disabilities and their families; (4) "Getting Help," which addresses finding out about a child's diagnosis and evaluation, the assessment and evaluation process, getting services for a child, extra help for babies, additional services for children, Head Start, educational services, due process, vocational rehabilitation, recreation, transportation, churches, sexuality, having another child, relief services, financial help, insurance benefits, and tax deductions and credits; (5) "Parents and Professionals," which addresses how parents and professionals can work together; and (6) "Parents as Advocates," which highlights children's basic and legal rights. An appendix includes lists of parent, state, and federal resource organizations in Idaho. (CR)

ED 412 716 EC 305 937

Hoover, John H. Chalmers, Lynne Bornfield, Gail

Assessment of Native American Students under PL 101-476: An Instructional Module for Special Education Courses. Project ERICA.

North Dakota Univ., Grand Forks. Coll. of Education.; Minot State Univ., ND.

Pub Date—1997-00-00

Note—54p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, *American Indians, *Disability Identification, Elementary Secondary Education, *Emotional Disturbances, Evaluation Methods, Incidence, *Learning Disabilities, Learning Modules, Masters Programs, Student Evaluation, Teacher Education Programs, *Test Bias

Identifiers—*Disproportionate Representation (Spec Educ), Native Americans, North Dakota

This module was developed to provide training at the master's degree level for prospective teachers in the areas of learning disabilities and emotional disturbance to serve students in rural and reservation areas of North Dakota. Project ERICA sought to address the overrepresentation of Native American students in North Dakota's special education programs by training graduate students on assessment issues related to the provision of service to Native American students. The module contains an outline of material for infusion into special education assessment courses, a brief narrative section, overhead masters, and a list of suggested readings. Materials address: (1) the overrepresentation of Native American students in special education in North Dakota; (2) the concept of test bias and definitions of test bias; (3) evidence for bias in the assessment of Native American students, including evidence based upon traditional psychometric studies and other evidence; and (4) resolution of test bias by using neuropsychological evaluations, decreasing emphasis on norm-referenced assessments, considering assumptions, using nonverbal tests, using learning style evaluations, developing local norms, examining the opportunity to learn, involving parents and minority team members, and identifying and eliminating biased items. A checklist based on the information reviewed for this module is provided. (CR)

ED 412 717 EC 305 938

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1996 Statistics on Readership, Circulation, Budget, Staff, and Collections.

Library of Congress, Washington, DC. National Library Service for the Blind and Physically Handicapped.

Report No.—ISSN-0364-1236

Pub Date—1997-00-00

Note—133p.

Available from—National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Blindness, *Braille, Libraries, *Library Collections, Library Expenditures, Library Facilities, Library Services, Organizations (Groups), Physical Disabilities, Printed Materials

Identifiers—National Library Services for the Blind

This directory lists library resources for individuals with blindness or physical disabilities. The first section of the directory lists National Library Service for the Blind and Physically Handicapped (NLS) network libraries and machine-lending agencies arranged alphabetically by city. In several states, two regional libraries have been established; in these instances, the specific service areas of each library are shown. County service areas are also listed for subregional libraries. Regional libraries that also function as machine-lending agencies are identified, as well as regional libraries designated as braille-lending libraries. The second part of the directory lists other library resources at the national level arranged alphabetically by the name of the organization. Entries include not-for-profit organizations and volunteer programs that provide reading materials in special media on loan to individuals with print disabilities. Criteria for inclusion are that the organizations offer services nationwide, have a book collection sufficiently broad in subject matter to be of general interest, have a minimum of two hundred titles available on loan, and circulate materials on the basis of free loan or for a minimal fee to cover basic costs. An appendix includes charts depicting the readership and circulation, and budget, staff, and collections of NLS network libraries. (CR)

ED 412 718 EC 305 943

Lyman, Robert D. Campbell, Nancy R.

Treating Children and Adolescents in Residential and Inpatient Settings. Developmental Clinical Psychology and Psychiatry. Volume 36.

Report No. —ISBN-0-8039-7047-1

Pub Date—1996-00-00

Note—149p.

Available from—Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (cloth: ISBN-0-8039-7046-3; paperback: ISBN-0-8039-7047-1, $17.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Adolescents, Advocacy, Children, Cost Effectiveness, Delivery Systems, Elementary Secondary Education, Evaluation Methods, Family Involvement, Integrated Services, Intervention, *Mental Disorders, Models, Outcomes of Treatment, Program Effectiveness, Program Evaluation, Psychiatric Hospitals, *Psychiatric Services, *Residential Care, *Residential Programs, Resource Materials, Special Education

This book examines the various components of hospital, residential, and outpatient treatments for children and adolescents with mental disorders. Options and settings for residential care are presented, including the principles and practical issues, such as providing continuing education, that underlie the decision making for placement of youth in such settings. Diverse models of treatment, intervention goals, clinical services, and special education programs within residential, inpatient, and outpatient settings are described and evaluated. Strategies of patient care, specific interventions used within the hospital, and the integration of services with families and schools during and after hospitalizations are reviewed. The chapters are: (1) "Models and Issues in Residential and Inpatient Treatment" (examines program characteristics and cost effectiveness); (2) "The Clients: Admissions and Treatment Planning" (discusses the treatment team, aftercare planning, and components of inpatient and residential treatment, including the family environment and special education services); (3) "The Therapeutic Milieu: Daily Treatment and Crisis Intervention (describes elements of the therapeutic milieu and well-training staff); (4) "Evaluating the Effectiveness of Residential and Inpatient Treatment" (including the definition and measurement of outcome, defining and measuring treatment, and child and family characteristics); and (5) "Alternatives to Residential or Inpatient Treatment" (usually the student's involvement for 2 to 8 hours per day in a structured series of educational and therapeutic activities on an outpatient basis.) An appendix provides information on specific inpatient and residential treatment centers, professional organizations, legal and ethical rights of children and adolescents, journals, therapeutic materials, assessment materials, advocacy organizations, and legal assistance for clients and their families. (Contains approximately 300 references.) (CR)

ED 412 719 EC 305 944

Elliott, Judith L. Thurlow, Martha L.

Opening the Door to Educational Reform: Understanding Standards.

National Center on Educational Outcomes, Minneapolis, MN.; Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-03-00

Contract—H159C50004, H029K50208

Note—25p.; For related document, see EC 305 907.

Available from—Parents Engaged in Education Reform (PEER) Project, The Federation for Children with Special Needs, 95 Berkeley Street, Suite 104, Boston, MA 02116; telephone: 617-482-2915; fax: 617-695-2939 ($5).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Disabilities, *Educational Change, *Educational Innovation, *Educational Legislation, Elementary Secondary Education, *Inclusive Schools, Mainstreaming, Outcomes of Education, Parent Participation

Identifiers—*Goals 2000, Improving Americas Schools Act 1994, School to Work Opportunities Act 1994

This document discusses educational reform and the implications of educational standards on students with disabilities. Topics addressed include: (1) common educational reforms; (2) new laws promoting education reform; (3) how today's reforms fit with special education; (4) the different types of standards, including content standards and performance standards; (5) standard-setting groups; and (6) issues that arise from setting standards, including how much content should be in the standards and how challenging is challenging. Issues specific to students with disabilities are highlighted, including whether students with individualized education programs (IEPs) should be exempt from meeting standards, whether there should be only one set of standards or different sets, and whether parents should be involved in making decisions about standards for students on IEPs. The merits and limitations of IEP-based standards and other different sets of standards are also identified. Recommendations are presented for enabling students with disabilities to gain maximum benefit from content and performance standards. The document closes with questions and issues that need to be addressed at the state and local level to ensure the inclusion of students with disabilities in educational reform efforts. (Contains 26 references.) (CR)

ED 412 720 EC 305 946

Roach, Virginia Dailey, Don Goertz, Margaret

State Accountability Systems and Students with Disabilities. Issue Brief.

Center for Policy Research on the Impact of General and Special Education Reform, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-10-00

Contract—H023H40002

Note—19p.

Available from—Center for Policy Research on the Impact of General and Special Education Reform, 1012 Cameron St., Alexandria, VA 22314; phone: 703-684-4000 ($7, plus $2 shipping and handling).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Accountability, Decision Making, *Disabilities, *Educational Assessment, Educational Innovation, Elementary Secondary Education, Evaluation Methods, Family Involvement, *Policy Formation, School Effectiveness, State Programs, *Student Evaluation

Identifiers—*Testing Accommodations (Disabilities)

This research brief uses data collected by the Center for Policy Research on the Impact of General and Special Education Reform to highlight issues surrounding the inclusion and exclusion of students with disabilities in state accountability systems. The brief discusses the background of standards-based reform, traditional general education accountability, and changes to general education accountability systems. Strategies for including students with disabilities in general education accountability are then reviewed and the role of federal compliance monitoring in accountability is outlined. Issues associated with including students with disabilities in general education accountability are discussed. Recommendations include: (1) special educators and families should be involved in discussions about state accountability systems and help shape accountability policies; (2) states need to establish policies that provide consistent guidelines for assessments; (3) state departments of education need to work closely with federal agencies when constructing integrated monitoring documents and policies; (4) special educators and families should be part of the development of state support strategies for failing schools as well as benefit from state rewards when schools perform well; and (5) continued efforts should be made to develop compliance monitoring that supports program improvement and student achievement. (CR)

ED 412 721 EC 306 003

Implementation of the Individuals with Disabilities Education Act: Section 618. Nineteenth Annual Report to Congress.

Department of Education, Washington, DC.

Pub Date—1997-00-00

Note—619p.; For the 18th Annual Report, see ED 400 673.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Access to Education, Attention Deficit Disorders, Compliance (Legal), Conflict Resolution, *Disabilities, Educational Assessment, *Educational Legislation, Educational Technology, Elementary Secondary Education, *Federal Legislation, Hyperactivity, Inclusive Schools, Infants, Instructional Design, Intervention, Minority Groups, Outcomes of Education, Preschool Education, *Special Education, *Student Characteristics, Student Placement, Toddlers

Identifiers—*Individuals with Disabilities Education Act

The 19th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is organized around a model which views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors discusses five factors: (1) general education reform, (2) poverty among children: The impact on special education, (3) the cost of special education, (4) social problems such as drug abuse and violence in schools, and (5) the disproportionate representation of racial minority students in special education. Section 2, on student characteristics, focuses on four groups of students: infants and toddlers with disabilities served under IDEA, Part H; children served under the IDEA, Part B Preschool Grants Program; other students served under IDEA, Part B; and students with attention deficit/hyperactivity disorder. Section 3, on school programs and services has seven modules on: (1) the continuum of placements (from regular classes to residential facilities); (2) inclusion of students with disabilities in statewide assessments; (3) developing a partnership between families and professionals; (4) the continuum of options in dispute resolution; (5) monitoring compliance with IDEA; (6) advances in teaching and instructional design; and (7) advances in technology for special education. A fourth section, on student results, contains two modules, the first module highlights the Part H Longitudinal Study, and the second module reports on secondary completion rates for students served under IDEA. Extensive appendices provide data tables (child count, educational environments, personnel data, exiting data, population and enrollment data, financial data, and early intervention); summaries of state agency/federal evaluation studies; profiles of the program agenda; activities of the regional resource centers; and summaries of activities and results of the state transition grants. (Individual sections contain references.) (DB)

FL

ED 412 722 FL 024 742

Py, Bernard, Ed. Rubattel, Christian, Ed.

Travaux Neuchatelois de Linguistique (TRANEL) (Neuchatel Working Papers in Linguistics), Volume 14.

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1989-07-00

Note—91p.

Language—French

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n14 Jul 1989

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Discourse Analysis, Foreign Countries, *French, Geographic Distribution, *Grammar, Language Patterns, Language Research, *Language Role, Linguistic Theory, Morphology (Languages), *Vocabulary

Identifiers—Canada, *Neologism, Ontario, Quebec

Three papers in linguistics, all in French, are presented. "La delocutivite lexicale en francais standard: esquisse d'un modele derivationnel" ("Lexical Delocutivity in Standard French: Sketch of a Derivational Model"), by Marc Bonhomme, examines the process by which certain expressions become neologisms. "La terminologie de l'Essai de grammaire de la langue francaise' de Damourette et Pichon" ("The Terminology of 'The Essay on Grammar of the French Language' by Damourette and Pichon"), by Ruedi Rohrbach, explores why grammarians Damourette and Pichon attempted to reinvent the terminology of grammar, and how their results are coherent but not always in accordance with empirical reality. In "Statut de langue et accommodation langagiere le long d'une frontiere linguistique" ("Status of Language and Language-Related Accommodation Along a Linguistic Frontier") (Shana Poplack), research on French language patterns along the border between French-majority Quebec and French-minority Ontario is presented. Individual papers contain references. (MSE)

ED 412 723 FL 024 743

Rubattel, Christian, Ed.

Travaux Neuchatelois de Linguistique (TRANEL) (Neuchatel Working Papers in Linguistics), Volume 17.

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1991-07-00

Note—183p.

Language—French

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n17 Jul 1991

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingualism, Contrastive Linguistics, Diachronic Linguistics, Foreign Countries, Form Classes (Languages), *Grammar, Interlanguage, *Language Patterns, Language Research, *Linguistic Theory, Metaphors, Pragmatics, Pronouns, Second Language Learning, *Second Languages, *Semantics, Transfer of Training

Identifiers—Referents (Linguistics)

Papers in linguistics in this issue include: "Aspects logico-semantiques de la metaphore" ("Logico-Semantic Aspects of the Metaphor") (Michel le Guern); "Metaphore et travail lexicale" ("Metaphor and Lexical Work") (Georges Ludi); "Aspects linguistiques et pragmatiques de la metaphore: anomalie semantique, implicitation conversationnelle et repertoire metaphorique" ("Linguistic and Pragmatic Aspects of the Metaphor: Semantic Anomaly, Conversational Implicitness, and Metaphoric Repertoire") (Jacques Moeschler); "Comparaisons litterales, comparaisons non litterales et metaphores" ("Literal Comparisons, Non-Literal Comparisons, and Metaphors") (Anne Reboul); "Reference temporelle et deixis: vers une approche milnerienne" ("Temporal Reference and Deixis: Towards a Milnerian Approach") (Moeschler); "Le systeme des pronoms personnels en francais contemporain: le probleme de la reference" ("The System of Personal Pronouns in Contemporary French: The Problem of Reference") (Reboul); "Bilinguisme, exolinguisme et acquisition: role de L1 dans l'acquisition de L2" ("Bilingualism, Exolingualism, and Acquisition: Role of L1 in L2 Acquisition") (Bernard Py); and "La dichotomie synchronie-diachronie chez Saussure et Benveniste: fondements et reformulations" ("The Synchrony-Diachrony Dichotomy in Saussure and Benveniste: Foundations and Reformulations") (Anne-Christine Girod-Doebelin). Individual papers contain references. (MSE)

ED 412 724 FL 024 744

Py, Bernard, Ed.

Bilinguisme et biculturalisme: Theories et pratiques professionnelles. Actes du 2eme colloque d'orthophomie/logopedie (Neuchatel, 17-18 septembre, 1992). (Bilingualism and Biculturalism: Theories and Professional Practices. Colloquium on Orthophony/Logopedy (2nd, Neuchatel, Switzerland, September 17-18, 1992)).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1993-03-00

Note—219p.

Language—French

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n19 Mar 1993

Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adolescents, Articulation (Speech), *Bilingualism, Child Language, Children, *Cultural Pluralism, Foreign Countries, French, Hearing Impairments, Identification (Psychology), Immigrants, Language Attitudes, Language Patterns, Language Research, *Language Role, Language Variation, *Linguistic Theory, Mental Disorders, Migrants, Monolingualism, Psychiatry, Second Language Learning, Sign Language, *Speech Impairments

Identifiers—England, France

The conference papers from a colloquium on issues in bilingualism and biculturalism include: "Le bilinguisme et biculturalisme: essai de definition" ("Bilingualism and Biculturalism: Attempt at Definition") (Francois Grosjean); "La variation individuelle dans l'acquisition d'une langue seconde" ("Individual Variation in Second Language Acquisition") (Harriet Jisa); "Un bilinguisme particulier: francais/langue des signes" ("A Specific Bilingualism: French/Sign Language") (Claire Dunant-Sauvin, Jean-Francois Chavaillaz); "Identites linguistiques et contacts des cultures: quelques remarques a propos des statuts symboliques" ("Linguistic Identities and Culture Contact: Some Remarks Concerning Symbolic Rules") (Jean Widmer); "Pratiques bilingues d'adolescents issus de l'immigration en France et en Angleterre" ("Bilingual Practices of Adolescents Born to Immigrants in France and England") (Nassira Merabti, Daniele Moore); "Reflexions cliniques autour des difficultes de realisation articulatoire de trois enfant bilingues" ("Clinical Reflections on Articulatory Problems of Three Bilingual Children") (Jacqueline Girard-Fresard); "Comment un pays monolingue voit-il le bilinguisme?" ("How Does a Bilingual Country See Bilingualism?") Angela Veraguth-Joaquim); "Reconnaitre les atouts linguistiques des enfants bilingues pre-lecteurs" ("Recognizing the Linguistic Capabilities of Pre-Reading Bilingual Children") (Christiane Perregaux); "Surdite: deficience sensorielle innee et mutite linguistique acquise—(re)apprentissages langagiers et construction d'un sujet sourd parlant" ("Deafness: Innate Sensory Deficiency and Acquired Linguistic Mutism—Language (Re)learning and Construction of a Speaking Deaf Subject") (Agnes Millet); "'Mon fils a un probleme a la tete'/'Ma fille a une sale tete, un sale charactere' Qu'est-ce que cela a a voir avec l'ethnopsychiatrie?" ("'My Son Has a Problem in His Head'/'My Daughter Has a Bad Mind, a Bad Character' What Does This Have To Do with Ethnopsychiatry?") (Marie-Pierre Maystre); "Multiculturalisme et langage. Quelques aspects de la prise en charge d'une famille migrante presentant un mutisme electif" ("Multiculturalism and Language. Several Aspects of the Treatment of a Migrant Family Presenting with Elective Mutism") (Francine Rosenbaum, Raymond B. Traube); "Construction du soi et langue maternelle" ("Construction of the Self and Native Language") (Marie-Odile Goubier-Boula); and "Logotherapie de groupe et utilisation du genogramme dans un groupe d'enfants migrants: elements de reflexion a propos d'une pratique" (Group Speech Therapy and Use of the Genogram in a Group of Migrant Children: Reflections on Practice") (Valerie Jequier Thiebaud, Francine Rosenbaum). Individual papers contain references. (MSE)

ED 412 725 FL 024 745

Reichler-Beguelin, Marie-Jose, Ed.

Le traitement des donnees linguistiques non standard. (Actes des Rencontres Besancon-Neuchatel (Neuchatel, 29-30 janvier, 1993). (The Treatment of Non-Standard Linguistic Data). Proceedings of the Besancon-Neuchatel Conference (Neuchatel, Switzerland, January 29-30, 1993).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1993-12-00

Note—195p.

Language—French

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n20 Dec 1993

Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Expert Systems, Foreign Countries, French, French Literature, Grammar, Interpersonal Communication, *Language Patterns, Language Research, *Language Variation, *Linguistic Theory, Literary Criticism, Morphology (Languages), Neurolinguistics, Norms, Research Methodology, Second Language Instruction, Speech Impairments, Standard Spoken Usage, Standards, Suffixes, Syntax, Uncommonly Taught Languages, Vocabulary

Identifiers—Rabelais (Francois), Romansh

Papers from the conference on linguistic anomaly include: "La definition interactive de la deviance en situation exolingue et bilingue" ("The Interactive Definition of Deviation in Exolinguistic and Bilingual Situations") (Bernard Py); "La negociation ratee: pratiques sociales et methodes interactives du traitement de la deviance dans un 'talk show'" ("Negotiation Gone Awry: Social Practices and Interactive Methods of Treatment of Deviation in a Talk Show") (Cecilia Oesch-Serra); "Nommer l'autre: une etude des references a l'autre dans des conversations exolingues" ("Naming the Other: A Study of References to the Other in Exolinguistic Conversations") (Marion Perrefort); "Traitement des deviances au-dela du domaine morpho-syntactique dans l'enseignement des langues etrangeres" ("Treatment of Deviations in the Morphosyntactic Domain in the Teaching of Foreign Languages") (Gerard Merkt); "Langage deviant et orthophonie: l'exemple des dysphasies" ("Deviant Language and Pronunciation Instruction: The Example of Dysphasics"): Genevieve de Weck); "Faits deviants et tri des observables" ("Deviant Facts and the Sorting of Observables") (Marie-Jose Reichler-Beguelin): "La deviance de la suffixation en francais est-elle structurelle?" ("Is Suffix Deviation in French Structural?") (Amr Helmy Ibrahim); "Autour des relatives non standard" ("Concerning Non-Standard Relatives") (Joel Gapany, Denis Apotheloz); "Systemes experts et reseaux neuronaux: a propos de la deviance" ("Expert Systems and Neuron Networks: A Propos of Deviation") (Henri Madec); "Rabelais est-il un ecrivain deviant?" ("Is Rabelais a Deviant Writer?") (Andre Gendre); "Rabelais et la norme lexicale" ("Rabelais and the Lexical Norm") (Zygmunt Marzys); "L'intonation qui fait devier la conversation" ("Intonation That Derails Conversation") (Elisabeth Lhote); and "Le traitement des donnees linguistiques non standard. A propos du lexique commun franc-comtois/romand" ("The Treatment of Non-Standard Linguistic Data. A Propos of the Common Lexicon of Franche-Compte/Romansch") (Jean-Paul Colin). (MSE)

ED 412 726 FL 024 746

Grosjean, Francois, Ed.

Travaux du laboratoire de traitement du langage et de la parole (Laboratory Work in the Treatment of Language and Linguistics).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1994-09-00

Note—271p.

Language—French, English

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n21 Sep 1994

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Articulation (Speech), Bilingualism, Child Language, Children, Code Switching (Language), Computer Oriented Programs, *Computer Software, Computer Software Evaluation, Error Correction, Foreign Countries, French, Hearing Impairments, *Language Patterns, Language Research, Language Role, *Linguistic Theory, Neurolinguistics, Neurological Impairments, *Psycholinguistics, Second Languages, Speech Impairments, Speech Therapy, Suprasegmentals, Vocabulary

Identifiers—Grammar Checkers, Style Checkers

Research papers on language and linguistics include: "Enchainement des mots et acces au lexique en francais" ("Word Order and Lexical Access in French") (Besson); "L'apport de la coarticulation dans la perception de consonnes occlusives et constrictives" ("The Contribution of Coarticulation to the Perception of Occlusive and Constrictive Consonants") (Gigandet); "Continuum acoustique 'camp-gant' obtenu par hybridation: fiche descriptive" ("Acoustic Continuum of 'Camp-Gant' Obtained by Hybridation: Descriptive Note") (Grosjean and Dommergues); "Traitement du langage chez le bilingue: la comprehension des interferences" ("Treatment of Language in the Bilingual: Comprehension of Interferences") (Guillelmon); "L'influence de la langue de base dans la perception des alternances codiques: le cas de la consonne initiale du mot" ("The Influence of the Base Language in the Perception of Code Alternations: The Case of the Word-Initial Consonant") (Handschin); "L'acces au lexique de code-switchs chez le bilingue: effets de la densite et du contexte" ("Lexical Access for Code-Switching in Bilinguals: Effects of Density and Context") (Leuenberger); "Caracterisation des structures de performance en francais" ("Characterization of Performance Structures in French") (Monnin); "Le traitement de la liaison chez l'enfant: etudes experimentales" ("Treatment of Liaison in the Child: Experimental Studies") (Morel) ; "Choix de langue et alternance codique chez le bilingue en situations de communication diverses: etude experimentale" ("Language Choice and Code Switching in the Bilingual in Diverse Communication Situations: Experimental Study") (Weil); "La methode verbo-tonale applique a un groupe d'enfants sourds" ("The Verbo-Tonal Method Applied to a Group of Deaf Children") (Dubray and Kramer); "Prediction et perception de la prosodie chez es sujets cerebro-leses" ("Prediction and Perception of Prosody in Brain-Damaged Subjects") (Hirt); "Perception categorielle et sujets cerebro-leses: donnees preliminaires" ("Category Perception and Brain-Damaged Subjects: Preliminary Data") (Klose); "Perception Categorielle et troubles du langage ecrit" ("Category Perception and Troubles with Written Language") (Lambert-Dutoit); "Speech Viewer I: comment on s'en sert et comment s'en servir" ("Speech Viewer I: How To Use It") (Muller and Prelaz); "Automatic Correction of French Prose Written by English Native Speakers: An LFG Approach" (Cornu); "Evaluating Second Language Grammar Checkers" (Tschichold); "Les erreurs d'utilisation des temps anglais par les francophones: ebauche d'un verificateur Prolog" ("English Tense Usage Errors by Francohones: Notes on a Prolog Grammar Checker") (Tschumi); "The ARCTA Prototype: An English Writing Tool and Grammar Checker for French-Speakers" (Tschumi; and others); "Selecting English Errors Made by French-Speakers for Automatic Correction" (Tschumi and Tschichold); "Using Automata To Detect and Correct Errors in the Written English of French-Speakers" (Kubler and Cornu); and "DELENE: un desambiguisateur lexical neuronal pour textes en langue seconde" ("DELENE: A Lexical Disambiguator for Second Language Texts") (Bodmer). Individual papers contain references. (MSE)

ED 412 727 FL 024 747

Py, Bernard, Ed.

Interventions en groupe et interactions. Actes du 3eme colloque d'orthophonie/logopedie (Neuchatel, 29-30 septembre, 1994) (Group Interventions and Interactions. Proceedings of the Colloquium on Speech Therapy (3rd, Neuchatel, Switzerland, September 29-30, 1994).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Pub Date—1995-03-00

Note—214p.

Language—French

Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n22 Mar 1993

Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Children, *Classroom Communication, Dialogs (Language), Foreign Countries, Games, *Group Instruction, Head Injuries, Interaction, *Interpersonal Communication, Language Research, Learning Problems, Linguistic Theory, Preschool Children, Psychomotor Skills, *Speech Impairments, *Speech Therapy, Spelling, Teaching Methods

Conference papers on group methods of speech therapy include: "Donnees nouvelles sur les competences du jeune enfant. Proposition de nouveaux concepts" (New Data on the Competences of the Young Child. Proposition of New Concepts) (Hubert Montagner); "Interactions sociales et apprentissages: quels savoirs en jeu" (Social Interactions and Teaching: What Knowledge Is In Play?) (Marie-Jeanne Liengme Bessire); "Analyser les interactions en classe: quelques enjeux theoriques et reperes methodologiques" (Analyzing Classroom Interactions: Some Theoretical Stakes and Methodological Benchmarks) (Lorenza Mondada); "Arrets sur image: essai de reflexions theorique a propos d'une pratique de logotherapie de groupe” (Stopping on a Picture: An Essay of Theoretical Reflections on Practice in Group Speech Therapy) (Francine Rosenbaum, Dominique Bovet, Valerie Jequier-Thiebaud); “Ajustements mutuels des interlocuteurs: conversations avec une patiente souffrant des sequelles comportementales d'un traumatisme cranien” (Mutual Adjustment of Interlocutors: Conversations with a Patient Suffering from Behavioral Consequences of a Head Injury) (Claire Peter); “Jeu symbolique et strategies d'elaboration des dialogues” (Symbolic Play and Strategies of Dialogue Elaboration) (Cecile Martin, Solange von Ins, Genevieve de Weck); “Groupes de logopedie-psychometricite: quelques reflexions a propos des indications” (Speech Therapy/Psychometric Groups: Some Reflections on Indications) (Christine Mahieu, Sylvie Moine, Katharina Turnill); “Les interactions therapeutiques a travers le jeu symbolique dans un groupe d'enfants pre-scolaires” (Therapeutic Interactions Through Symbolic Play in a Preschool Children's Group) (Marie-Claire Cavin); “A propos du psychodrame de groupe d'enfants” (Concerning Children's Group Psychodrama) (Raymond Traube, German Gruber); and “Competences orthographiques chez des eleves presentant des difficultes dans les apprentissages scolaires” (Spelling Competencies in Students Presenting Learning Difficulties in School) (George Hoefflin, Annie Cherpillod). Individual papers contain references. (MSE)

ED 412 728 FL 024 748

Berrendonner, Alain, Ed. Reichler-Beguelin, Marie-Jose, Ed.

Du syntagme nominal aux objets-de-discours: SN complexes, nominalisations, anaphores. (From nominal syntagma to Objects of Discourse: SN Complexes, Nominalizations, Anaphora).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.
Pub Date—1995-12-00
Note—304p.
Language—French
Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n23 Dec 1995
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Discourse Analysis, *Form Classes (Languages), *Grammar, *Language Patterns, Language Research, *Linguistic Theory, Pronouns, *Semantics, Technical Writing
Identifiers—Anaphora, *Object (Grammar), *Referents (Linguistics), Syntagma

Papers on nominal syntagma as objects in discourse include: “Quelques notions utiles a la semantique des descripteurs nominaux” (“Some Useful Notions on the semantics of Nominal Descriptors”) (Alain Berrendonner); “Note sur le statut semantique et la fonction de quelques relatives integrees” (“Note on the Semantic Rule and the Function of Several Integrated Relatives”) (Joel Gapany); “Typologie des syntagmes binominaux de type N1 et N2 recueillis dans des manuels homeopathiques” (“Typology of Type N1 and N2 Binominal Syntagma Found in Homeopathic Manuals”) (Laurence Benetti); “L'influence des determinants sur l'accessibilite pronominale des 'det. N1 de (det.) N2'” (“The Influence of Determinants on the Pronoun Accessibility of 'N1 Determinant of N2 Determinant' Structures”) (Laurence Kister); “Anaphores apres SN complexes: quels objets de discours?” (“Anaphora After SN Complexes: Which Discourse Objects?”) (Catherine Chanet); “Nominalisations, referents clandestins et anaphores atypiques” (“Nominalizations, Clandestine Referents, and Atypical Anaphora”) (Denis Apotheloz); “Determinant zero et anaphore” (“Zero Determinant and Anaphor”) (Marie-Jose Reichler-Beguelin); “Notes sur l'interpretation des expressions referentielles dans les parentheses” (“Notes on the Interpretation of Referential Expressions in Parentheses”) (Francoise Zay); “Construction de la reference et strategies de designation” (“Construction of Reference and Designation Strategies”) (Apotheloz, Reichler-Beguelin); and “Construction des objets de discours et categorisation: une approche des processus de referenciation” (“Construction of Discourse Objects and Categorization: A Referencing Process Approach”) (Lorenza Mondada, Daniele Dubois). Individual papers contain references. (MSE)

ED 412 729 FL 024 749

Matthey, Marinette

Varia. (Miscellany).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.
Pub Date—1996-07-00
Note—110p.
Language—French, English
Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n24 Jul 1996
Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—English, Foreign Countries, *Interpersonal Communication, *Language Patterns, Language Research, *Language Role, *Linguistic Theory, Migration Patterns, Native Speakers, North American English, Oral Language, Regional Characteristics, *Second Languages, Syntax, Telephone Communications Systems, Tenses (Grammar), Verbs, Written Language
Identifiers—Answering Machines, English (British), Requests, Turn Taking

This collection of diverse research papers in linguistics includes: “La notion de tour de parole dans une perspective syntaxique” (“The Notion of Turn Taking from a Syntactic Perspective”) (Jean-Marc Luscher, Sandrine Piaget, Christian Rubattel); “'Si tu me fais honneur d'un p'tit telephone demain matin ben je suis contente': Structure des messages laisses sur des repondeurs automatiques” ('I would appreciate it if you would give me a call tommorrow morning': “Structure of Messages Left on Telephone Answering Machines”) (Eva Roos); “Insecurite linguistique et migration: L'immigration espagnole a la Chaud-de-Fonds” (Linguistic Insecurity and Migration: Spanish Immigration to Chaud-de-Fonds“) (Eva Fernandez Aeberhard); ”American and British English: A Conflict for the Young Swiss?“ (Miriam Cattin-Aellig); ”Faits de mention dans l'interaction exolingue“ (”References in Exolinguistic Interaction“) (Fumiya Ishikawa); ”Remarques sur les temps verbaux dans le domaine linguistique indo-europeen“ (”Remarks on Verb Tenses in the Domain of Indo-European Linguistics“) (Claude Sandoz); and ”Les relations oral-ecrit en L1 et en L2: une perspective vygotskienne“ (”Oral-Written Relationships of First and Second Languages: A Vygotskian Perspective“) (Marinette Matthey). Individual articles contain references. (MSE)

ED 412 730 FL 024 750

Py, Bernard, Ed.

Discours oraux—discours ecrits: quelles relations? Actes du 4eme colloque d'orthophoine/logopedie (Neuchatel, 3-4 octobre, 1996) (Oral Discourse—Written Discourse: What Is the Relationship? Proceedings of the Colloquium on Speech Therapy (4th, Neuchatel, Switzerland, October 3-4, 1996).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.
Pub Date—1996-12-00
Note—207p.
Language—French
Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n25 Dec 1996
Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adolescents, Discourse Analysis, Foreign Countries, French, *Illiteracy, Institutionalized Persons, Interdisciplinary Approach, *Language Patterns, Language Research, Linguistic Theory, Literacy, Migrant Children, Narration, *Oral Language, Reading Instruction, Second Languages, Short Stories, *Speech Therapy, Visual Learning, Writing Difficulties, *Written Language

Research papers on the relationship between oral and written language include: “Une distinction bien fragile: oral/ecrit” (“A Fragile Distinction: Oral/Written”) (Francoise Gadet); “Oral et ecrit dans les representations des enseignants et dans les pratiques quotidiennes de la classe de francais” (“Oral and Written Language in Teachers' Presentations and in Daily Practice in the French Class”) (Jean-Francois de Pietro, Martine Wirthner); “La lecture a d'autres: un oral public a partir de l'ecrit” (“Reading to Others: Public Speaking Based on Written Language”) (Joaquim Dolz, Janine Dufour, Sylvie Haller, Bernard Schneuwly); “Discours oraux—discourse ecrits: quelles relations...au visuel?” (“Oral Discourse—Written Discourse: What Relationship...To the Visual?”) (Alain Brossard); “Acces au langage et acces au recit” (“Access to Language and Access to Narrative”) (Philippe Meirieu); “Approche linguistique de l'illettrisme” (“Linguistic Approach to Illiteracy”) (Dominique Morcrette); “Etude linguistique du discours narratif sur images d'adultes illettres” (“Linguistic Study of Narrative Discourse Based on Pictures in Illiterate Adults”) (Frederique Brin); “Interactions verbales en acces a la litteratie” (“Verbal Interactions in Literacy Learning”) (J.-M. Oderic Delefosse); “Conscience linguistique et traitement de l'information ecrite” (“Linguistic Consciousness and Treatment of Written Information”) (Jean Emile Gombert, Clara Martinot, Isabelle Nocus); “Representations sur les pratiques sociales de l'ecrit et apprentissage de la lecture” (“Notes on Social Practice Surrounding Writing and the Learning of Reading”) (Genevieve de Weck, Nathalie Niederberger); “Debusquer l'auteur d'un texte derriere l'absence d'ecrit” (“Understanding the Concept of Author”) (Francoise Cornaz); “Les enigmes d'un acces au langage ecrit bloque chez un enfant migrant” (“Enigmas of Blocked Access to Written Language in a Migrant Child”) (Francine Rosenbaum, Stephanie Evard); and “De l'agir a l'ecrit chez les jeunes adolescents en institution: un regard pluridisciplinaire” (“From Acted Out to Written Out Among Institutionalized Adolescents: An interdisciplinary Approach”) (Jean-Marie Villat, Raymond B. Traube, Daniele Gabus, Caroline Bertoldo, Nicole Kraenbuhl). Individual articles contain references. (MSE)

ED 412 731 FL 024 751

Bearth, Thomas, Ed.

Langues et education en Afrique noire (Language and Education in Black Africa).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.
Pub Date—1997-04-00
Note—114p.
Language—French
Journal Cit—Travaux Neuchatelois de Linguistique (TRANEL); n26 Apr 1997
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Education, *Black Education, *Blacks, Developing Nations, Elementary Secondary Education, Foreign Countries, Language of Instruction, Language Research, *Language Role, *Multilingualism, Native Language Instruction, Preschool Education, Program Descriptions, Second Language Instruction, Second Languages
Identifiers—*Africa, Cameroon, Rwanda, Zaire

Papers on language and education in Black Africa include: “L'enseignement des et en langues nationales au Zaire. Bilan d'une experience” (“The Teaching of and in National Languages in Zaire. Results of an Experiment”) (Andre Mbula Paluku); “Langues et education au Rwanda” (“Languages and Education in Rwanda”) (Melchior Kanyamibwa); “Un modele africain d'education multilingue: le trilinguisme extensif” (“An African Model of Multilingual Education: Extensive Trilingualism”) (Elisabeth Gfeller); “L'utilisation des langues nationales dans l'education au Cameroun: les lecons d'une experience” (“The Use of National Languages in Cameroon: Lessons from an Experiment”) (Maurice Tadadjeu, Gabriel Mba); “Pour un modele d'enseignement de concepts de base en vue d'une meilleur structuration de la pensee du jeune apprenant: le cas du projet d'education prescolaire en langue maternelle dans le cadre d'un projet de developpement integre, dit Projet-Nord” (“Toward an Instructional Model of Basic Concepts Based on a Better Structuring of the Thought Processes of the

Young Learner: The Case of an Integrated Development Project Known as Project North") (Pascal Kokora); and "Le Projet-Nord aujourd'hui et demain" ("Project North Today and Tomorrow") (Francois Adopo). Individual articles contain references. (MSE)

ED 412 732 FL 024 752

Py, Bernard, Ed.

L'acquisition d'une language seconde: Quelques developpements theoriques recents (Second Language Acquisition: Some Recent Theoretical Developments).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1994-04-00

Note—201p.; Formerly "Bulletin CILA" (ISSN-0251-7256).

Language—French

Journal Cit—Bulletin suisse de linguistique appliquee; n59 Apr 1994

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Bilingualism, Creoles, Diachronic Linguistics, Dictionaries, Discourse Analysis, Foreign Countries, French, German, Language Maintenance, Language Research, Learning Theories, *Linguistic Theory, Literacy, Metalinguistics, *Psycholinguistics, Second Language Instruction, Second Language Learning, *Second Languages, Social Influences, Social Support Groups, *Sociolinguistics

This collection of articles on second language learning includes: "Action, langage et discours. Les fondements d'une psychologie du langage" ("Action, Language, and Discourse. Foundations of a Psychology of Language") (Jean-Paul Bronckart); "Contextes socio-culturels et appropriation des langages secondes: l'apprentissage en milieu social et la creolisation" ("Socio-Cultural Contexts and Second Language Acquisition: Learning in a Social Setting and Creolization") (Daniel Veronique); "Role des reseaux sociaux dans le maintien de la langue maternelle, dans le developpement bilingue et dans le developpement de la litteracie" ("Role of Social Networks in Native Language Maintenance, in Bilingual Development, and in Literacy Development") (Josiane Hamres); "De l'oral a l'ecrit en francais langue etrangere: les procedes d'integration discursive" ("From Oral to Written Language in French as a Second Language: The Processes of Discourse Integration") (Robert Bouchard); "Analyse conversationnelle et recherche sur l'acquisition" ("Conversational Analysis and Research on Acquisition") (Ulrich Krafft, Ulrich Dausendschon-Gay); "Communication exolingue et contextes d'appropriation: le continuum acquisition/apprentissage" ("Exolinguistic Communication and Contextes of Acquisition: The Acquisition/Learning Continuum") (Remy Porquier); and "Representations metalinguistiques des apprenants, des enseignants et des linguistes: un defi pour la didactique" ("Metalinguistic Manifestations of Learners, Teachers, and Linguists: A Challenge for Teaching") (Anne Trevise). Individual articles contain references. (MSE)

ED 412 733 FL 024 753

Kubler, Silvia, Ed. Portmann, Paul R., Ed.

An der Schwelle zur Zweisprachigkeit: Fremdsprachenunterricht fur Fortgeschrittene (On the Threshold of Bilingualism: Foreign Language Learning for Advanced Students).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1994-04-00

Note—173p.; Formerly "Bulletin CILA" (ISSN-0251-7256).

Language—German, English, French

Journal Cit—Bulletin suisse de linguistique appliquee; n60 Oct 1994

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Advanced Students, *Applied Linguistics, Dialogs (Language), Evaluation Criteria, French, Independent Study, Instructional Materials, Language Research, Multimedia Instruction, Second Language Instruction, *Second Language Learning, Small Group Instruction, Student Evaluation, Teacher Role, Television, Writing Instruction

This collection of articles on Bilingualism includes: "Fremdsprachenunterricht fur Fortgeschrittene: ein Uberblick" (Foreign Language Learning for Advanced Students: An Overview) (Paul R. Portmann); "Never Mind the Width, Feel the Quality: From Quantity to Quality in Language Teaching at Advanced Levels" (Mike Makosch); "Irren ist menschlich: Ein Vorschlag zur Objektivierung von Evaluierungskriterien" (To Err Is Human: A Suggestion on Making Evaluation Criteria Objective) (Erika Diehl); "Inside Dictagloss—An Investigation of a Small-Group Writing Task" (Heather Murray); "Selbstlernen mit Video im Medienverbund: Rechnergestutzte Didaktisierung von Spielfilmen und Fernsehserien" (Self-Study with Video in a Multimedia System: Computer Aided Development of Movies and Television Series into Instructional Materials) (Anton Lachner); "Le DALF et l'enseignement du francais ecrit au niveau avance (The DALF and the Teaching of Written French at the Advanced Level) (Paul Mauriac); "Dialoge im Tandem: Empirische Untersuchungen zu Themenverlaufsmuster, Reparatursequenzen und Sprachwechsel" (Dialogs in Tandem: Empirical Investigation into Patterns of Topical Development, Repair Sequences, and Changes of Speaker (Rolf Hanni); "Fachtandem: Sprachenaustausch fur Fortgeschrittene nach Mass?" (Technical Tandem: Custom-Made Language Exchange for Advanced Learners?) (Jurgen Wolff); and "Rollen im Sprachentandem und Veranderung der LehrerInnennrolle durch Tandem" (Roles in Speech Tandems and Change in the Role of Instructor Through Tandems) (Cornelia Gick). Individual articles contain references. (DK)

ED 412 734 FL 024 754

Bronckart, Jean-Paul, Ed.

Psychologie des discours et didactique des textes (Psychology of Discourse and the Teaching of Texts).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—Apr95

Note—188p.; Formerly "Bulletin CILA" (ISSN-0251-7256).

Language—French, English

Journal Cit—Bulletin suisse de linguistique appliquee; n61 Apr 1995

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Dialogs (Language), *Discourse Analysis, Elementary Education, Essays, Expository Writing, Foreign Countries, Group Instruction, Interpersonal Communication, Language Research, Linguistic Theory, Literary Criticism, Narration, Personal Narratives, Persuasive Discourse, *Psycholinguistics, Writing (Composition), *Writing Instruction, *Written Language

This collection of articles on the nature of discourse and writing instruction include: "Une demarche de psychologie de discours; quelques aspects introductifs" ("An Application of Discourse Psychology; Introductory Thoughts") (Jean-Paul Bronckart); "Les procedes de prise en charge enonciative dans trois genres de texts expositifs" ("The Processes of Enunciation in Three Types of Expository Text") (Itziar Plazaola Giger, Marie-Claude Rosat, Sandra Canelas); "Effets du changement d'interlocuteur sur l'organisation de dialogue" ("Effects of Changing Interlocutor on the Organization of Dialogue") (Genevieve de Weck, Rosat, Solange von Ins); "The Social Origins of Essayist Writing" (Deborah Hicks); "'Ma chambre' ou: comment lineariser l'espace. Etude ontogenique de textes descriptifs ecrits" ("'My Room' or: How to Linearize Space. Ontogenic Study of Descriptive Written Texts") (Bernard Schneuwly, Rosat); "Le personnage, une entree pour l'ecriture du recit a l'ecole elementaire" ("The Character, an Entree to Narrative Writing at the Elementary School Level") (Catherine Tauveron); "Production de textes en situation de groupe" ("Production of Texts in a Group Situation") (Anna Camps); and "L'apprentissage des capacites argumentatives" ("The Teaching of Argumentation Skills") (Joaquim Dolz). Individual articles contain references. (MSE)

ED 412 735 FL 024 755

Watts, Richard J., Ed. Werlen, Iwar, Ed.

Perspektiven der angewandten Linguistik (Perspectives in Applied Linguistics).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1995-10-00

Note—282p.; Formerly "Bulletin CILA" (ISSN-0251-7256).

Language—German, English, French

Journal Cit—Bulletin suisse de linguistique appliquee; n60 Oct 1995

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Applied Linguistics, Bilingualism, Communication (Thought Transfer), Computational Linguistics, Elementary Education, Foreign Countries, French, German, Land Settlement, *Language Acquisition, Language of Instruction, Language Research, Literacy, Multilingualism, Oral Language, Public Policy, Second Language Learning, Standard Spoken Usage, Translation, Written Language

Identifiers—Canada, Deixis, Language Contact, Switzerland

Articles in this issue include: "Complementarite et concurrence des politiques linguistiques au Canada: Le choix du medium d'instruction au Quebec et en Ontario" (The Complementarity and Competition of Language Policies in Canada: The Choice of Medium of Instruction in Quebec and Ontario) (Normand Labrie); "Presentation de la situation plurilingue dans l'administration federale: Un exemple de communication en entreprise" (Presentation of the Plurilingual Situation in the Federal Government: An Example of "Business Communication") (Sonia Weil); "Migration, Sprachkontakt und Ethnisierung: 'Deutsche sind nun einmal so.' Ethnisierung versus Kommunikationskultur und Mentalitat" (Migration, Language Contact, and Ethnicizations: "That's Just the Way Germans Are") (Erika Werlen); "Language and Gender as Applied Linguistics" (David Graddol, Joan Swann); "Imparfait, passe compose et passe simple en conflit: la guerre en Bosnie dans un numero de 'Liberation.' (Imperfect, Past Perfect and Simple Perfect in Conflict: The War in Bosnia in an Issue of "Liberation" (Marianne Kilani-Schoch, Nicolas Ischi); Der Stellenwert der Verstandlichkeit in einer Hierarchie der kommunikativen Werte von Gesetzen" (The Importance of Comprehensibility in a Hierarchy of Communicative Values of Legal Texts) (Andreas Lotscher); "'Hello. This is Sally's Answering Machine.' Deixis in Answerphone Messages" (Silvia Dingwall); "Verstandlichkeitsforschung—ein Thema fur die Angewandte Linguistik" (Research in Comprehensibility—a Topic for Applied Linguistics) (Bernd Ulrich Biere); "Schriftliches und mundliches Erzahlen in der Primarschule: Ein europaisches Forschungsprojekt; die monolinguale Entwicklung in der deutschen Schweiz" (Written and Oral Narratives in the Primary School: A European Research Project (Annelies Hacki Buhofer); "Die Hochdeutschproduction eines Zurcher Kindes im Einschulungsalter" (Standard German Performance of a Child Entering School in Zurich) (Hansjakob Schneider); "Machine Translation—A View from the Shop Floor" (Steve Lander); "Ubersetzen als wichtiger und vernachlassigter Teilbereich der angewandten Linguistik" (Translation as an Important and Neglected Area of Applied Linguistics) (Katrin Zuger); and Schriftliches und mundliches Erzahlen in der Primarschule: Schriftspracherwerb bei zweisprachigen Kindern in der deutschen Schweiz; eine Vorstudie" (Written and Oral Narration in the Primary School: Literacy Acquisition in Bilingual Children in German-Speaking Switzerland) (Mirjam Egli); "You Went by Train to Bern, ha?" English with the Swiss Federal Railway Company" (Christopher Hohl). Individual articles contain references.

ED 412 736 FL 024 756

Schwarz, Alexander, Ed.

Enseignement des langues et theories d'acquisition Sprachunterricht unde Spracherwerbstheorien. (Language Teaching and Acquisition Theories).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1996-04-00

Note—124p.; Formerly "Bulletin CILA" (ISSN-0251-7256). Papers from a Colloquium on Language Teaching and Acquisition (University of Lausanne, Switzerland, September 28-30, 1995).

Language—French, German

Journal Cit—Bulletin suisse de linguistique appliquee; n63 Apr 1996

Pub Type— Collected Works - Serials (022) — Speeches/Meeting Papers (150) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cognitive Processes, Comparative Analysis, Foreign Countries, Interaction, *Language Processing, Language Research, *Learning Processes, *Learning Theories, *Linguistic Theory, Oral Language, Second Language Instruction, Second Language Learning, *Second Languages

This collection of articles on language teaching and language acquisition theories includes: "Enseignement des langues et theories de l'acquisition. Introduction au colloque" ("Language Teaching and Theories of Acquisition. Introduction to the Colloquium") (Rene Richterich); "Apprendre une langue dans l'interaction verbale" ("Language Learning in Verbal Interaction") (Bernard Py); "Processus cognitifs de base dans l'acquisition des langues" ("Basic Cognitive Processes in the Acquisition of Languages") (Daniel Gaonac'h); "L'acquisition du langage: comparer pour generaliser" ("The Acquisition of Language: Comparing for Generalization") (Michele Kail); "Approches comparatives dans l'acquisition des langues: generalisations et applications" ("Comparative Approaches to Language Acquisition: Generalizations and Applications") (Clive Perdue); "Fremdsprachenunterricht auf wissenschaftlicher Grundlage" ("Foreign Language Teaching and Scientific Foundations") (Wolfgang Butzkamm); "Table ronde" ("Round Table") (Anne-Claude Berthoud); and "Recherche et theories en acquisition des langues: quel interet pour les enseignant-e-s?" ("Research and Theories in Language Acquisition: What Interest for Teachers?") (Susanne Wokusch). Individual papers contain references. (MSE)

ED 412 737 FL 024 757

Berthoud, Anne-Claude, Ed.

Acquisition des competences discursives dans un contexte plurilingue (Acquisition of Discourse Competencies in a Multilingual Context).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1996-10-00

Note—179p.; Formerly "Bulletin CILA (ISSN-0251-7256).

Language—French, German, English

Journal Cit—Bulletin suisse de linguistique appliquee; n64 Oct 1996

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Communicative Competence (Languages), Elementary Secondary Education, Extracurricular Activities, Foreign Countries, French, Interaction, *Language Proficiency, Language Research, Language Tests, *Learning Processes, *Linguistic Theory, *Multilingualism, Second Language Instruction, Second Language Learning, *Second Languages, Spelling, Student Evaluation, Written Language

Identifiers—Switzerland

This collection of articles on second language learning in a multilingual environment includes: "Franzosisch-Deutsch: Zweisprachiges Lernen au der Sekundarstufe 1" (French-German: Learning Two Languages at Secondary School, Level 1) (Otto Stern, Brigit Eriksson, Christine Le Pape, Hans Reutener, Cecilia Serra Oesch); "Das Projekt 'Zweitsprachunterricht im obligatorischen Schulsystem': Konzept, empirische Daten und erste Ergebnisse" (Second Language Learning in the Official School System) (Hansmartin Zimmermann, Iwar Werlen); "La pluralite des contextes et des langues: une approche interactionnelle de l'acquisition" (Multiplicity of Contexts and of Languages: An Interactional Approach to Acquisition) (Laurent Gajo, Petra Koch, Lorenza Mondada); "Apprentissage du francais en Suisse alemanique: des systemes educatifs aux situations extra-scolaires" (French Language Learning in German Switzerland: From Educational Systems to Out-of-School Situations) (Simona Pekarek, Victor Saudan, Georges Ludi); "Competences orthographiques et taches d'ecriture" (Orthographic Competence and Writing Tasks) (Linda Allal, Laurence Rieben, Yviane Rouiller); "Description and Assessment of Foreign Language Learning Proficiency in the Swiss Educational System" (Brian North); and "A propos des methodes communicatives: la transposition didactique en FLS" (A Propos of Communicative Methods: Instructional Transposition in French as a Second Language) (Itziar Plazaola Giger). Individual papers contain references. (MSE)

ED 412 738 FL 024 758

Singy, Pascal, Ed. Trudgill, Peter, Ed.

Communication et pragmatique interculturelles (Intercultural Communication and Pragmatics).

Neuchatel Univ. (Switzerland). Inst. de Linguistique.

Report No.—ISSN-1023-2044

Pub Date—1997-04-00

Note—176p.; Formerly "Bulletin CILA" (ISSN-0251-7256).

Language—French, German, English

Journal Cit—Bulletin suisse de linguistique appliquee; n65 Apr 1997

Pub Type— Collected Works - Serials (022) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Advertising, *Communication Problems, Cultural Differences, Dialects, Foreign Countries, French, German, Immigrants, Interaction, *Intercultural Communication, Language Research, Language Role, *Language Variation, *Linguistic Theory, *Pragmatics, *Translation

Identifiers—Australia, Romansh

This collection of articles on intercultural communication and pragmatics includes: "Peut-on traduire la publicite? L'exemple des annonces romandes et alemaniques" ("Does Advertising Translate? The Example of Romansch and German Ads") (Marc Bonhomme, Michael Rinn); "La construction de l'image de l'autre dans l'interaction. Des coulisses de l'implicite a la mise en scene" (The Construction of the Image of the Other in Interaction. Behind the Scenes Implicit in a Production) (Jean-Francois De Pietro, Nathalie Muller); "Zweitspracherwerb durch Kommunikation. Eine diskursanalytische Untersuchung zum Zweitspracherwerb turkischer und kurdischer Asylbewerb in der Deutschschweiz" (Second Language Acquisition of Turkish and Kurdish Asylum Seekers in German-Speaking Switzerland) (Bruno Frischherz); "Mise en discours de differences interculturelles" ("Intercultural Differences Expressed in Discourse") (Therese Jeanneret); "La communication interculturelle: malentendus linguistiques et malentendus theoriques" ("Intercultural Communication: Linguistic Misunderstandings and Theoretical Misunderstandings") (Marianne Kilani-Schoch); "Les pieges de la conversation exolingue: le cas des immigres francais en Australie" (The Snares of Exolinguistic Conversation: The Case of French Immigrants in Australia") (Bert Peeters); "Das Paradigma der Kommunikationskultur. Ein Beitrag zur ethnographischen Erforschung von intra- und interkultureller Kommunikation" (A Paradigm of Communication Culture: An Ethnographic Investigation of Intra- and Intercultural Communication) (Erika Werlen); "The Role of Dialect Differences in Cross-Cultural Communication: Proactive Dialect Awareness" (Walt Wolfram, William C. Friday); and "Interkulturelle Begegnungen in der Translation" (Intercultural Encounters in Translation) (Katrin Zuger). Individual articles contain references. (MSE)

ED 412 739 FL 024 792

Zoreda, Margaret Lee

La lectura literaria como arte de "performance": la teoria transaccional de Louise Rosenblatt y sus implicaciones pedagogicas (The Use of Literature as Performance Art: The Transactional Theory of Louise Rosenblatt and Its Pedagogical Implications).

Pub Date—1997-03-00

Note—23p.; Paper presented at the Forum on Teaching and Research in Foreign Languages and Cultures (Mexico City, Mexico, September 10, 1997).

Language—Spanish

Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *English (Second Language), Foreign Countries, Language Research, *Literature, Second Language Instruction, Second Language Learning

Identifiers—National Council of Teachers of English, Native Language, *Rosenblatt (Louise), *Transactional Theory

This paper focuses on the work that Louise Rosenblatt and her followers in the United States have done to improve the teaching and learning of literature at all educational levels. Although these researchers have focused almost exclusively on the use of literature in the native language, the paper uses transactional theory as a basis for teaching and research in the field of English as a Second Language. After summarizing the most important concepts from Rosenblatt's work, the paper describes some of the research done by the Center on English Learning and Achievement (CELA) and the National Council of Teachers of English (NCTE), as the research provides practical advice for using the transactional approach to literature in the classroom, whether it be in the native language or a second language. Contains 31 references. (LH)

ED 412 740 FL 024 822

Mann, Charles C.

Language, Mass Communication, and National Development: The Role, Perceptions and Potential of Anglo-Nigerian Pidgin in the Nigerian Mass Media.

Pub Date—1997-07-00

Note—20p.; Paper presented at the International Conference on Language in Development (3rd, Langkawi, Malaysia, July 29-31, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African Languages, Developing Nations, English, Foreign Countries, *Intercultural Communication, *Language Attitudes, Language Research, *Language Role, *Mass Media, *Pidgins, Sociocultural Patterns, Surveys, Uncommonly Taught Languages, Urban Areas

Identifiers—*Nigeria

Anglo-Nigerian Pidgin (ANP), the principal lingua franca of intercultural communication in multiethnic Nigeria, has no recognition as an official language but has penetrated the print and electronic media, especially in southern Nigeria. A survey in six urban centers in southern Nigeria, part of a larger study, investigated the status, perceptions, and future of ANP, including the roles anticipated for it in mass communication. Ten male and ten female practitioners in the mass media were selected from each geographic area. Interviews were also conducted with several media personalities. Results indicate a majority regard ANP as a language in its own right, and a larger proportion consider it a variety of English. About one-quarter feel it should be taught or used to teach in schools. Over one-third feel it should be an official language. Under one-third find it efficient, easy to learn, and spoken by most people. A very small minority feel it aids in intercultural communication, and only one percent find it ethnically neutral. About 37 percent feel it retards learning of English. Variation among geographic areas was found. Both commonalities and disagreement were found among media personalities. Comments from interviews are excerpted. Contains 26 references. (MSE)

ED 412 741 FL 024 826

Tort-Moloney, Daniele

Teacher Autonomy: A Vygotskian Theoretical Framework. CLCS Occasional Paper No. 48.

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.

Report No.—ISSN-0332-3889

Pub Date—1997-00-00

Note—54p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Development, *Educational Psychology, Foreign Countries, *Language Teachers, Learning Processes, *Professional Autonomy, Second Language Instruction, Second Language Learning, Student Role, *Teacher Role

Identifiers—Vygotsky (Lev S)

A discussion of the work of Lev Vygotsky in the field of cognitive development focuses on how the Vygotskian concepts of internalization and mediated knowledge are crucial to the development of both learner and teacher autonomy in second language instruction. Focus is on theory, with empirical studies used as illustration. First, the Vygotskian notions of spontaneous and scientific concepts, scaffolding, and internalization in the zone of proximal development are explored as they relate to the concept of learner autonomy. It is then suggested that learner autonomy is dependent on teacher autonomy, and teacher autonomy is examined as both a pragmatic and a scientific concept. The roles of guided practice and self-regulation in such autonomy are considered. The final section applies what has been discussed to a number of issues, including teacher education, the classroom environment, the role of the first language in second language learning, and recent Vygotskian approaches in second language acquisition research. Contains 43 references. (MSE)

ED 412 742 FL 024 827

Odlin, Terence

Hiberno-English: Pidgin, Creole, or Neither? CLCS Occasional Paper No. 49.

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.

Report No.—ISSN-0332-3889

Pub Date—97

Note—43p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Contrastive Linguistics, *Creoles, Diachronic Linguistics, Educational History, *English, English (Second Language), Foreign Countries, *Irish, Language Classification, Language Research, *Language Variation, Linguistic Theory, *Pidgins, Uncommonly Taught Languages

Identifiers—*English (Irish), *Ireland

The process by which Irish-speaking regions became English-speaking regions over a period of centuries is examined. The first part argues that schooling played far less of a role in the shift than some scholars have suggested, because schools were not structured to be particularly effective in teaching the second language (English) to Irish-speakers and because 1851 census data suggest widespread illiteracy among Irish-English bilinguals. The second part considers the role that migratory labor may have played in the shift, based on documented demographic patterns and research in other languages supporting this influence in language shift. Excerpts from individual accounts from history are used as illustration. The third part considers whether the diffusion of English in Ireland constitutes pidginization or creolization. Phonological/phonetic and morphological characteristics of Hiberno-English are examined in this context. It is concluded that while aspects of both pidginization and creolization processes are evident, this form of language mixing is unique. Contains 75 references. (MSE)

ED 412 743 FL 024 828

Radford, Andrew

Syntactic Theory and the Structure of English: A Minimalist Approach.

Report No.—ISBN-0-521-47125-7

Pub Date—97

Note—570p.; For abridged version, see FL 024 829.

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47125-7; paperback: 0-521-47707-7).

Pub Type— Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Descriptive Linguistics, *English, Foreign Countries, *Grammar, *Language Patterns, Language Research, *Linguistic Theory, Morphology (Languages), *Syntax

The textbook provides an intensive introduction to recent work in syntactic theory within the minimalist framework. The approach taken is to presuppose no background knowledge of syntactic theory or historical linguistics. Rather than compare English with other languages, illustrations are drawn from varieties of English from around the world. Chapter topics include: principles and parameters of syntactic theory; grammatical categories and features; syntactic structure; empty categories within syntactic structures; the concept and practice of checking grammatical features; head movement; operator movement; the A movement operation; verb phrase shells; and agreement projections. Each chapter ends with a substantial workbook section containing exercises and material for classroom discussion, independent study, or course assignments, cross-referenced to textbook sections. A glossary is included. Contains 161 references. (MSE)

ED 412 744 FL 024 829

Radford, Andrew

Syntax: A Minimalist Introduction.

Report No.—ISBN-0-521-58122-2

Pub Date—1997-00-00

Note—293p.; For unabridged version, see FL 014 828.

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-58122-2; paperback: ISBN-0-521-58914-2).

Pub Type— Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Descriptive Linguistics, *English, *Grammar, *Language Patterns, Language Research, *Linguistic Theory, Morphology (Languages), *Syntax

The textbook is designed as a self-contained introduction to English syntax, providing an overview of key theoretical concepts and descriptive devices used in contemporary linguistic work rather than a historical perspective and using varieties of English from around the world rather than other languages for illustration. Chapter topics include: principles of grammar; grammatical categories; syntactic structure; empty categories within syntactic structures; head movement; operator movement; subjects; the A movement operation; verb phrase shells; and agreement projections. Each chapter ends with a substantial workbook section containing exercises and material for classroom discussion, independent study, or course assignments, cross-referenced to textbook sections. A glossary is included. Contains 96 references. (MSE)

ED 412 745 FL 024 830

Unger, Thomas C.

Involving ESL Students in American Culture through Participation in Private School Activities.

Pub Date—1997-00-00

Note—75p.; Doctoral Dissertation, Nova Southeastern University.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Acculturation, Cultural Awareness, *English (Second Language), Family Environment, *Film Study, *Interpersonal Communication, Limited English Speaking, Peer Relationship, *Private Schools, Program Descriptions, Program Effectiveness, Secondary Education, *Social Integration, Student Journals

This report describes a practicum designed to integrate limited-English-speaking students into the mainstream school community. The setting was a private secondary school enrolling 18 students from Japan, Korea, Thailand, and Taiwan. The project had four components intended to guide students of English as a Second Language (ESL) toward fuller participation in the school community: a conversation partner program, in which ESL students were paired with native English-speaking students for a 20-minute conversation on a specific topic each week, with summarization of the conversation in a journal entry; a biweekly film discussion group that was half native English speaking and half ESL students; a required overnight stay at a native English-speaking student's home; and monthly special activities off campus. Important outcomes of the program included establishment of close friendships between active English-speaking students and ESL students, increased ESL students involved in extracurricular activities, and participation in American family life several times a year, providing a broader understanding of American culture. Contains 30 references. (MSE)

ED 412 746 FL 024 831

Elinor, Siaegh-Haddad

Reading Native and Foreign Language Texts and Tests: The Case of Arabic and Hebrew Native Speakers Reading L1 and English FL Texts and Tests.

Pub Date—1997-00-00

Note—20p.; Paper presented at the Language Testing Symposium (ACROLT) (1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arabic, College Students, Comparative Analysis, Contrastive Linguistics, English (Second Language), Foreign Countries, *Hebrew, Higher Education, Language Research, *Language Tests, *Multiple Choice Tests, Native Speakers, Scores, *Second Languages, *Test Items, Test Validity, Testing, Uncommonly Taught Languages

Identifiers—Haifa University (Israel), Israel, *Open Ended Questions

A study investigated the effect of test item type (multiple-choice or open-ended) on performance reading comprehension tests given in both the student's native language and a second language. Subjects were 24 native Arabic-speaking and 38 native Hebrew-speaking students at Haifa University (Israel), all enrolled in a course in English as a second language. English language texts were selected from an Israeli standardized test, with two test item versions: multiple-choice and open-ended. Texts in Arabic and Hebrew were drawn from practice books designed to prepare students for a psychometric test, and similarly, two types of test item were prepared for each. All texts were controlled for readability, length, and neutrality of topic. For each test, reading processes were examined using the paraphrase/translation segment of a think-aloud protocol. Results across test context (test items vs. paraphrase/translation), across language type (English as a second language vs. native language), and native language group (Arabic vs. Hebrew) are examined, and implications concerning the construct validity of reading comprehension tests are discussed. Contains 19 references. (MSE)

ED 412 747 FL 024 832

Guefrachi, Hedi Troudi, Salah

Training Supervisors To Train Teachers: UAE Perspectives.

Pub Date—1997-03-00

Note—22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Educational Improvement, Elementary Secondary Education, *English (Second Language), Foreign Countries, Graduate Study, Higher Education, *Language Proficiency, Language Role, *Language Teachers, Methods Courses, Program Descriptions, Second Language Instruction, *Supervisory Training, *Teacher Education, *Teacher Educator Education

Identifiers—United Arab Emirates University

This report describes a United Arab Emirates University training program for teacher educators. The program was designed to improve both the overall quality of English language instruction in the country and the English language proficiency level of students by the time they enter higher education, through both instructional improvement and articulation of English language instruction across educational levels. The program for teacher supervisors consisted of 24 training sessions over two semesters, and provided approximately equal time for advanced language instruction and methodological issues, including instructional and classroom management techniques. Course materials were drawn directly from student textbooks, and course instruction was in workshop style to maximize supervisor participation. Participants had opportunities to meet with Ministry of Education officials to exchange expertise and discuss issues. Those teaching the program were University faculty with English-as-a-Second-Language expertise, teacher training experience, and school-level teaching experience. The course was evaluated using three methods: assessment of each workshop session, mid-course evaluation involving supervisor and trainee discussion of the course; and end-of-course evaluation using both questionnaire and discussion. These assessments provided valuable information for course improvement. Three session outlines are appended. (MSE)

ED 412 748 FL 024 833

McCoy, Martha Clavin, Catherine Reaven, Marci

Toward a More Perfect Union in an Age of Diversity: A Guide for Building Stronger Communities through Public Dialogue.

Topsfield Foundation, Pomfret, CT. Study Circles Resource Center.

Pub Date—1997-00-00

Note—68p.; Abridged version not included with ERIC copy.

Available from—Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258-0203 ($5.00 plus $2.00 shipping for main guide; $1.00 plus $2.00 shipping for abridged, participant guide). Accompanying videotape also available from this source.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, Citizen Participation, *Community Involvement, *Cultural Pluralism, *Democratic Values, *Discussion Groups, *Intercultural Communication, *Social Change, Social Integration

This package includes a guide for formation and implementation of community study circles on cultural diversity, an abridged version of the same text entitled "A Busy Citizen's Discussion Guide", for study circle participants, and a 23-minute videotape recording. The main guide begins with a section on the need for community conversations, based on democratic values, concerning our country and its communities. A subsequent section on use of the guide provides information on the principles underlying study circles, study circle organization, tips for intercultural collaboration, basic steps in creating community-wide dialogue, suggestions for study circle leaders, use of the videotape, and guidelines for participants. A section is devoted to addressing challenges in cross-cultural communication. Discussion materials for four sessions follow. Topics include: "Who Are We? The Many Faces of America"; "Bonds and Boundaries: Looking at Our Communities"; "Visions of America: What Ties Us Together?"; and "Making a Difference: What Can We Do To Build a Stronger Community in an Age of Diversity?". A list of additional readings on diversity and union and a list of additional resources for discussion and action are appended. The abridged participant guide contains pages 1-35 of the main guide. (MSE)

ED 412 749 FL 024 834

Chiti-Batelli, Andrea

A Policy for Esperanto. Esperanto Document 44A.

Universal Esperanto Association, Rotterdam (Netherlands).

Report No.—ISSN-0165-2575

Pub Date—1997-00-00

Note—24p.; Paper presented at a Conference of the International Academy of Linguistic Law (5th, Cuba, April 22-27, 1996).

Available from—Esperanto League for North America, P.O. Box 1129, El Cerrito, CA 94530 ($3).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diachronic Linguistics, *English, *Esperanto, Foreign Countries, *Language Attitudes, Language Dominance, *Language Maintenance, *Language Planning, *Language Role, Language Usage, Official Languages, Political Attitudes, Public Policy, Uncommonly Taught Languages

Identifiers—*Europe, European Union

It is suggested that despite its simplicity, neutrality, and practical nature, Esperanto is at risk of extinction because of the growing dominance of English as an international language. It is further proposed that in order to assure its maintenance, Esperantists must federate into a state with political autonomy. The first section of the document examines risks to less commonly spoken languages and their cultures, particularly in Europe, and the encroachment of English and other common modern languages. Problems associated with these language shifts are discussed, especially ways in which English is poorly suited as a universal lingua franca. The second section advances an argument for a politically-based alternative to the spread of English, arguing that Esperanto is the only language ready for the role of universal lingua franca, has a substantial body literary and scientific texts, and has a flexibility unequalled by other existing languages. The third part outlines a short-term linguistic strategy to advance the role of Esperanto. An addendum to the paper is provided specifically for Europeans. (MSE)

ED 412 750 FL 024 837

Cornwell, Steve, Ed. Rule, Peggy, Ed. Sugino, Toshiko, Ed.

On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996).

Japan Association for Language Teaching, Tokyo.

Report No.—ISBN-4-9900370-3-6

Pub Date—1997-08-00

Note—261p.; Forty-eight papers are grouped into seven section. The seven sections have been separately analyzed, see FL 024 838-844.

Language—English, Japanese, French

Pub Type— Books (010) — Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Advanced Courses, Computer Assisted Instruction, Computer Oriented Programs, Cooperative Learning, Critical Thinking, Cultural Awareness, *Educational Technology, Elementary Secondary Education, *English, English (Second Language), Folk Culture, Foreign Countries, French, Futures (of Society), Geography, Global Approach, Higher Education, Indigenous Populations, Instructional Materials, *International Relations, Internet, Interpersonal Communication, Introductory Courses, Japanese, Language Teachers, *Multicultural Education, Multimedia Instruction, Peer Evaluation, Reading Instruction, Second Language Instruction, Sex Differences, Story Grammar, Study Abroad, *Teacher Education, Teacher Role, Technical Writing, Test Construction, Textbook Preparation, Thinking Skills, Vocabulary Development, *Writing Instruction

Identifiers—Content Area Teaching, Japan, *Linguapax, UNESCO, United States

Papers from an international conference on language teaching/learning are presented by topic and grouped under seven sections. An introductory section contains two papers on cultural diversity and world English. The second section, on teacher development, contains papers on these topics: teacher development and socialization; teachers' responses to questions about instruction; characteristics of a good language lesson; teaching students to understand instruction; students' reasons for poor English skills; cross-cultural aspects of the teacher's role; and an instructional materials development workshop. The third section, on classroom techniques and issues, addresses these topics: post-secondary level cooperative learning in Japan; shared inquiry for fostering critical thinking in English-as-a-Second-Language (ESL) instruction; story grammar as a reading and discussion strategy; use of Japanese literature in reading instruction; multimedia second language reading instruction; vocabulary building; Japanese particle usage; beginning writing instruction; discipline-based technical writing; peer writing evaluation; oral communication instruction; dance as an instructional technique; test revision; and continuous assessment using computer-assisted instruction. In section 4, papers on use of technology in the classroom address: use of the Internet; on-line newspapers and magazines; computerized test and materials development; designing materials t accompany videos; and content video in ESL instruction. Papers on cultural issues in section 5 include these topics: multiculturalism in the classroom; comparing cultures through critical thinking; authority and individualism in Japan and the United States; a study trip to France; setting the stage in kindergarten; comparative social studies; folklore in ESL instruction; Model United Nations; global issues; geography instruction; gender issues; and English variation. The final section contains five papers on the Linguapax Program of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Papers are primarily in English, with some Japanese and French included. (MSE)

ED 412 751 FL 024 838

JALT96 Introduction.

Pub Date—1997-08-00

Note—21p.; Section One of: On JALT 96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Differences, *Cultural Pluralism, *English (Second Language), Ethnicity, Foreign Countries, *Intercultural Communication, International Relations, *Language Role, Language Variation, Personal Narratives, Second Language Instruction, *Second Languages, Social Values

Identifiers—*World English

The introductory section of the conference proceedings contains two essays. "Crossing Borders: Some Values To Declare" (Julian Edge) is a personal statement about cultural diversity, offering personal perspectives as a teacher of English as a Second Language and the perspectives of several colleagues of different cultural backgrounds and professional experience. It is suggested that at the heart of language teaching is a set of core values that honor diversity, inquiry, and cooperation. Contains 10 references. "Opening Borders with World Englishes: Theory in the Classroom" (Braj B. Kachru) offers arguments in favor of using world varieties of English as a resource for intercultural communication and for crossing cultural, linguistic, ethnic, and social barriers among populations. A number of areas in which a paradigm shift must occur to accomplish this are outlined. Contains a total of 60 references. (MSE)

ED 412 752 FL 024 839

Teacher Development.

Pub Date—1997-08-00

Note—39p.; Section Two of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Cultural Pluralism, Educational Needs, *English (Second Language), Foreign Countries, Intercultural Communication, Language Proficiency, Language Skills, *Language Teachers, Second Language Instruction, Socialization, Surveys, Teacher Behavior, *Teacher Education, Teacher Evaluation, *Textbook Preparation, Videotape Recordings, Workshops

Identifiers—Japan

Eight conference papers on language teacher development are presented, including: "Mosaics of Teacher Development and Socialization" (Andrew Barfield, Paul A. Beaufait, Sean Conley, Tim Murphey, Katsura Haruko), a panel presentation on aspects of and experiments in teacher development; "Questions About Teaching? Answers from Teachers!" (David Cozy, Atsuko Kashiwagi, Eugenia Medrano-Endo, Christopher Jon Poel, Spencer Weatherly), a roundtable discussion of myths of language teaching in Japan; "What Makes a Good Language Lesson? Part 2" (Stephen M. Ryan), reporting a survey of 54 teachers concerning the characteristics of a good classroom language lesson; "Understanding Introductions Survey: Less Anxiety, More Interaction" (Duane Kindt), concerning students' self-reported strategies for understanding the teacher; "How Students Account for Their Poor English Skills" (Lana Yuen), in which a study of students' perceptions of their own English skills is reported; "Exploring Teacher Education Through Video" (Eric Reynolds, Mark O'Neil) concerning a project to videotape and provide feedback on teachers' classroom performance; "Cross-Cultural Aspects of Teachers' Roles" (Barbara H. Wright), presenting results of a study of ideal and actual teacher classroom behaviors; and "Materials Writers NSIG Workshop: Professional Critique of Preliminary Textbook Manuscripts" (Ian G. Gleadall), describing a workshop on textbook writing. (MSE)

ED 412 753 FL 024 840

In the Classroom.

Pub Date—1997-08-00

Note—68p.; Section Three of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Language—English, Japanese

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, *Cooperative Learning, Critical Thinking, Dance, Discussion (Teaching Technique), English (Second Language), English for Academic Purposes, Foreign Countries, Grammar, Interpersonal Communication, Introductory Courses, Japanese, Language Research, Language Tests, Large Group Instruction, Morphology (Languages), Multimedia Instruction, Peer Evaluation, *Reading Instruction, Second Language Instruction, Skill Development, Story Grammar, Student Evaluation, Technical Writing, Thinking Skills, Vocabulary Development, Writing Evaluation, *Writing Instruction

Identifiers—Japan

Fourteen conference papers on classroom techniques for second language teaching are presented, including: "Cooperative Learning at the Post-Secondary Level in Japan" (Steve McGuire, Patricia Thornton, David Kluge); "Shared Inquiry Fosters Critical Thinking Skills in EFL Students" (Carol Browning, Jerold Halvorsen, Denise Ahlquist); "Story Grammar: A Reading and Discussion Strategy" (Gregory Strong); "The Use of Japanese Literature in Reading Classes" (Sachiko Ikeda); "FL Reading and Multi-Media: Psycholinguistic Views" (Syuhei Kadota, Masao Tada, Yuko Shimizu, Shinji Kimura); "Vocabulary Building with Student-Selected Words" (Robin Nagano); "An Analysis of Particle Usage Ga-O Conversion" (in Japanese) (Takako Ishida); "Creating a Writing Environment for Real Beginners" (Joyce Roth); "Preparing Students To Write in Their Disciplines" (Thomas Orr); "Writing and Peer Feedback Tasks" (Guy Kellogg, L. Scott Rogstad); "Conversation Strategies, Timed Practice, and Noticing in Large Oral Communication Classes" (Tom Kenny); "Amaterasu and the Power of Dance in the Classroom" (David Bell); "The Process of Revising Tests and Creating Parallel Forms" (Alan Hunt, David Beglar); and "Continuous Assessment Facilitated by CAI" (Colin Painter). Individual papers contain references. (MSE)

ED 412 754 FL 024 841

Using Technology in the Classroom.

Pub Date—1997-08-00

Note—23p.; Section Four of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Computer Oriented Programs, Concept Formation, *Educational Technology, *English (Second Language), Foreign Countries, *Instructional Materials, *Internet, Language Tests, Material Development, Newspapers, Reading Materials, Second Language Instruction, *Second Languages, Serials, Videotape Recordings

Five conference papers on use of technology in the second language classroom are presented, including: "Concept-Acquisition: Tapping the Internet for Ideas" (Jack Kimball), which offers suggestions for locating and using appropriate Internet materials; "Making Reading More Manageable—The Choice Offered by On-Line Newspapers and Magazines" (Anthony Robins), on finding online sources for reading materials; "Computerized Test and Material Production" (John Bauman), on use of spreadsheet programs for entering and manipulating instructional materials and tests; "Designing Genre-Based Materials To Use with Videos" (Damian Lucantonio), a description of a teacher workshop on instructional material development; and "Content Video in the EFL Classroom" (Michael Furmanovsky), on selecting and customizing content-area videotape recordings of different types for English-as-a-second-language classroom use. Individual papers contain references. (MSE)

ED 412 755 FL 024 842

Culture.

Pub Date—1997-08-00

Note—63p.; Section Five of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Comparative Analysis, Critical Thinking, Cultural Differences, *Cultural Education, Cultural Pluralism, Early Childhood Education, Elementary Secondary Education, *English (Second Language), Folk Culture, Foreign Countries, Geography, Global Approach, Higher Education, Indigenous Populations, Kindergarten, *Multicultural Education, Second Language Instruction, *Second Languages, Sex Differences, *Sociocultural Patterns, Study Abroad

Identifiers—France, Japan, Model United Nations Program, United States

Twelve conference papers on cultural aspects of second language instruction include: "Towards True Multiculturalism: Ideas for Teachers" (Brian McVeigh); Comparing Cultures Through Critical Thinking: Development and Interpretations of Meaningful Observations" (Laurel D. Kamada); "Authority and Individualism in Japan and the USA" (Alisa Woodring); "Study Trip to France" (Alain Lauffenburger) (in French); "Everything You Need To Know Begins at Kindergarten" (Laura McGregor); "Native Americans and Europeans, Ainu and Waijin: Culturally Relevant EFL Content-Based Social Studies Comparative History Curriculum Design at a Japanese Junior College" (Robert E. Gettings); "Folklore in the ESL Classroom" (Virginia A. Jenkins); "Redefining Our Educational Parameters" (Eton F. Churchill, Jr.); "Commonly Asked Global Issues Questions" (Jessica Newby Kawata, David Peaty, Donna McInnis, Junko Mukainakano); "Geography in the Global Issues Classroom" (Kawata); "Gender Issues in Language Education" (Thomas Hardy, Amy Yamashiro, Cheiron McMahill). Individual papers contain references. (MSE)

ED 412 756 FL 024 843

Linguapax.

Pub Date—1997-08-00

Note—24p.; Section Six of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Conferences, *Educational Change, Educational Trends, Foreign Countries, Futures (of Society), *Information Technology, *International Organizations, International Relations, *Language Role, Modern Languages, *Peace, Second Language Instruction, Second Languages, Trend Analysis

Identifiers—*Linguapax, UNESCO

Five papers on the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Linguapax program, established to explore how foreign language education can promote peace and understanding, are included. "UNESCO Linguapax at JALT96" (Kip Cates) describes the Linguapax-related speakers, events, and workshops at the 1996 annual conference of the Japan Association for Language Teaching. "Language Education for World Peace" (Felix Marti) praises the growing culture of peace and examines the role of languages and linguistic policy in promoting peace worldwide. "Linguapax, Language Learning, and Technology" (Denis Cunningham) extends the discussion to the role of various forms of technology in advancing language education for peace. "Modern Language Teaching After the Year 2000" (Reinhold Freudenstein) offers six ideas for changing the place of language instruction within the educational system to make it more effective. "Colloquium: Linguapax, Language Teaching, and Peace Education" reports on a panel discussion (Kip Cates, Felix Marti, Denis Cunningham, Madeleine du Vivier, Albert Raasch, Reinhold Freudenstein). (MSE)

ED 412 757 FL 024 844

JALT96 Final Panel.

Pub Date—1997-08-00

Note—11p.; Section Seven of: On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996); see FL 024 837.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Linguistics, Change Strategies, *Cultural Pluralism, Educational Change, Educational Trends, Ethics, Foreign

Countries, *Language Role, *Language Teachers, Second Language Instruction, *Second Languages, Social Responsibility, *Teacher Responsibility, Trend Analysis

The summary papers of the conference on second language teaching include (1) a summary of the concluding panel discussion (Kip Cates, Denis Cunningham, Albert Raasch, Braj Kachru, Carol Rinnert) on the role of languages and the responsibility of language education in lowering cultural barriers, the ethical responsibility of language professionals, and areas in which applied linguistics has not met the intercultural challenge, and (2) the full texts of the remarks by Braj B. Kachru on the ethical responsibility of language professionals and shortcomings in applied linguistics. (MSE)

ED 412 758 FL 024 847

Ito, Tae Bauman, John

The Acquisition of Basic Vocabulary by College-Age Japanese Students in an Intensive EAP Program.

Pub Date—1995-09-00

Note—13p.; Paper presented at the Annual Meeting of the Japan Association of College English Teachers (34th, Tokyo, September 1995).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *English (Second Language), *English for Academic Purposes, Foreign Countries, Higher Education, *Intensive Language Courses, Japanese, Second Language Learning, *Vocabulary Development

Identifiers—*Japanese People

A study investigated the rate of vocabulary acquisition in English-Japanese word pairs among college-age Japanese learners in a classroom situation. Subjects were 41 students in an intensive program of English for academic purposes. Three groups of students were given word pair lists of different lengths, and guided in studying them over a period of 6 weeks. Vocabulary development was assessed using quizzes asking for Japanese translations of English words. A total of 1,000 high-frequency English words were used. Forty-word pre- and posttests were used to extrapolate the number of words students learned over the period of the study. Results indicate the group given the longest list of words (1,000) raised their scores by an average of 5.8 words out of 40; the class given only 850 words gained 5.0 words; the class given 700 word to learn gained 9.2 words. When tested on the entire 1,000 words, the 1,000-word class gained the most over the 6 weeks; the 850-word group gained less, and the 700-word group gained the least. However, from statistical analyses it is concluded that all classes learned about the same number of words; the size of the word list presented to the students did not affect the number of words learned. (Contains 10 references.) (MSE)

ED 412 759 FL 024 849

Crosswalks: Pacesetter Spanish and the National Standards.

College Board, New York, NY.

Pub Date—1997-00-00

Note—23p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Course Content, *Curriculum Design, *National Standards, Second Language Instruction, Second Language Learning, Secondary Education, *Spanish

Identifiers—College Entrance Examination Board, *National Standards for Foreign Language Learning, *Pacesetter Spanish

The content and objectives of the Pacesetter Spanish course, developed by the College Board, are compared with those of the "National Standards for Foreign Language Learning: Preparing for the Twenty-First Century," published in 1996 and are generally adopted by the foreign language teaching community. The comparison begins with the curricular focus, noting the correspondence between the course's three specific outcomes and the five goals stated in the "Standards." Next, ways in which the Pacesetter course meets the national standards' goals in grades eight and twelve are assessed by comparing sample progress indicators in the standards and Pacesetter course outcomes statements for the same grade levels. Finally, two modules of the Pacesetter Spanish unit 1 are described and compared with progress indicators from the national standards. It is concluded that there is a high degree of concordance between the course and the national standards. It is noted that the Pacesetter Spanish course is designed as a high school course, whereas the standards envision longer sequences of study and present twelfth-grade progress indicators that may be difficult for Pacesetter Spanish students to achieve. (MSE)

ED 412 760 FL 024 850

Transitional Course Outline: Spanish I. Draft.

Kentucky State Dept. of Education, Frankfort.

Pub Date—1994-00-00

Note—22p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Communicative Competence (Languages), Course Content, Course Descriptions, Course Organization, Educational Change, Educational Objectives, Elementary Secondary Education, *Introductory Courses, Outcomes of Education, Second Language Instruction, Second Language Learning, *Spanish, *State Standards

Identifiers—*Kentucky

The materials describe Kentucky's strategy for reforming the state standards for introductory Spanish second language instruction. They begin with a course description outlining the shift in orientation from grammar instruction to development of communicative competence. A subsequent section suggests ways in which the teacher might identify targeted, course, and supporting outcomes that correspond to the state's six learning goals and 75 learning outcomes. Selection of course content is then discussed, and an outline of sample content is presented. Several charts indicate how teachers may adapt traditional second language instruction techniques to meet the state's new standards for instruction, learning processes, and assessment. Sample assessment strategies are listed. Finally, a sample format for developing an instructional unit is detailed. The state's six general learning goals and the learning outcomes specifically relevant to second language instruction are appended. (MSE)

ED 412 761 FL 024 852

Bucholtz, Mary

"Why Be Normal?": Language and Opposition in Nerd Girls' Communities of Practice.

Pub Date—1997-05-00

Note—15p.; Paper presented at the International Conference on Language and Social Psychology (6th, University of Ottawa, Ontario, Canada, May 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Females, High School Students, High Schools, Identification (Psychology), *Intonation, *Language Patterns, Language Role, Language Usage, Phonology, Social Integration, *Social Isolation, *Social Psychology, Student Attitudes, Student Behavior, Student Characteristics, *Student Subcultures, Suprasegmentals, Womens Education

Identifiers—*Nerds

A study examined patterns of language use, including intonation, in a single social group of high school students, six "nerd girls." The group formed an "anti-club" to celebrate the individuals' disparate interests. Student narratives and group exchanges are analyzed for expressions of nerd group affiliation and identity, indicated by both content and linguistic form. Characteristics identified include an intellectual orientation, enthusiasm for writing a poem, subversion of school values and conventionally "feminine" interests, use of a varied registers (formal, educated, and colloquial), and rejection of "cool" slang. Transcriptions include intonation marking. (Contains 6 references.) (MSE)

ED 412 762 FL 024 855

Kornum, Lis

Using IT To Run IT Projects.

Pub Date—1994-00-00

Note—9p.; Paper presented at Eurocall (1994).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Computer Assisted Instruction, Computer Software Development, Courseware, *Distance Education, *Educational Technology, *Electronic Mail, Elementary Secondary Education, Foreign Countries, *Information Technology, Institutional Cooperation, International Organizations, International Programs, Modern Languages, Second Language Learning

Identifiers—Council of Europe (France), Ireland

European education projects in which exploitation of Information Technology has been a means as well as a goal are described. (1) The Council of Europe has begun a series of workshops, number 7 of which was on using information and communication technologies in modern language teaching and learning in Europe. Themes for further development included: interactive multimedia in language instruction; databases and courseware; telematics; and teacher training. (2) The Lingua project connects French teachers in Denmark, Greece, Belgium, and the United Kingdom in pursuit of better quality electronic mail communication among language professionals. (3) The European Studies Project, begun by Ireland, Great Britain, and Northern Ireland for international discussion of the theme "conflict,", links schools in different countries by electronic mail to examine a variety of European issues. (4) Denmark has begun a teacher training initiative to encourage teachers to explore and exploit the potentials of new technologies in teaching and learning at all school levels. (5) A Danish distance education project is focused on training teachers in the use of information technology at all educational levels. (6) A 1994 Danish conference addressed, among other issues, use of the information highway. Contains nine references. (MSE)

ED 412 763 FL 024 857

Makin, Laurie

Bilingual Development: Issues and Implications. Australian Studies in Language Acquisition Number 5.

Australian National Languages and Literacy Inst., Deakin.

Report No.—ISBN-1-875760-78-4

Pub Date—1997-03-00

Note—43p.

Available from—Language Acquisition Research Center, National Languages and Literacy Institute of Australia, P.O. Box 555, Campbelltown, New South Wales 2560, Australia.

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingualism, Educational Needs, *Educational Policy, English (Second Language), Equal Education, Error Correction, *Family Environment, Family Influence, Foreign Countries, Immigrants, Language Role, Language Teachers, Language Variation, *Minority Groups, Nationalism, Public Policy, Second Language Instruction, Second Language Learning, Second Language Programs, Teacher Attitudes, Teacher Education

Identifiers—Australia, Community Language Learning

A discussion of bilingualism in Australia begins with examination of the climate there for development of bilingualism, including specific supportive policies at both state and federal levels, increasing support for bilingualism within local communities, research providing evidence of the benefits of bilingualism, and technological developments that make educational programs more accessible and that can link interested groups. Discussion then turns to some unresolved issues. For families, these include difficulties in maintaining home languages (for immigrants) and when and how to support second language learning (for monolinguals), assuring English literacy, error correction at home, and choice of language variety (standard or local). For educators, issues include providing language learning opportunities for all students, maintaining home languages while integrating language groups, choice of program design, appropriate expectations and standards for second language learning, and teacher preparation and credentials. It is concluded that families, educators, and communities must establish common goals and develop a strategy of advocacy to encourage public policy supporting bilingual development. (Contains 28 references.) (MSE)

ED 412 764 FL 024 858

Chen, H. Julie Cramer, Peter K. Kojima, Toshihisa

Japanese and American Cross-Cultural Business Pragmatics: A Study.

Pub Date—1996-04-00

Note—34p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (14th, Ypsilanti, MI, April 11-13, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Business Administration, *Business Communication, *Cultural Differences, *Culture Conflict, Foreign Countries, *Intercultural Communication, *Pragmatics, *Sociocultural Patterns, Stereotypes

Identifiers—Japan, Japanese People, United States

A study examined the extent to which culture-specific traits persist or change in American and Japanese business people who interact in business. Data were drawn from 13 interviews with both Japanese and American employees of Japanese companies. Interviewees were asked about their perceptions or stereotypes of people from the other culture before their initial contact with anyone from that culture, then about their current perceptions of business professionals and the business environment from that culture, focusing on changes in perception based on experience. General questions about frustration or confusion encountered in cross-cultural business interactions were also asked. Analysis of the interviews revealed ten major categories and 20 sub-categories for Japanese-American cross-cultural business pragmatics. Categories include: background; company profile; work (subcategories: attitude; territory; layout; workload); collegial relations/tsukiai; communication (subcategories: disagreement; body language; misunderstanding/breakdown; English language competence; thought pattern); decision-making (subcategories: timing; group vs. individual; power; technique); meeting (subcategories: participant inclusion; language problems; function; seating arrangement); training (subcategories: English language training; company training); negotiation/settai; and strategies for cross-cultural communication. Each category is discussed further. (Contains 19 references.) (MSE)

ED 412 765 FL 024 859

Williams, Kelly Sharp, Laura

Improving Student Oral Proficiency in Foreign Language through the Increased Use and Assessment of Oral Activities.

Pub Date—1997-05-00

Note—86p.; Action Research Project, Saint Xavier University and IRI/Skylight.

Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Activities, *Classroom Communication, High Schools, Instructional Design, *Language Role, *Language Skills, Language Usage, *Oral Language, Second Language Instruction, Second Language Learning, Skill Development, Spanish, *Speech Skills, Testing

A program designed to improve the oral second language skills of high school students in second-year Spanish is reported. Initial analysis attributed the students' low level of oral Spanish skills to lack of motivation and insufficient practice of oral language. Three major interventions were implemented: incorporation of more oral practice of Spanish and less use of English in the classroom; teaching and required use of Spanish phrases to limit the need for English use in the classroom; active discouragement of English use during specific class times; class activities to develop meaningful communication skills; active encouragement of informal Spanish use during specific class times; increased informal and formal assessment of oral Spanish skills; and incorporation of topics supporting student self-expression. Results suggests that the classroom procedures, supplemental oral activities, and assessment efforts reduced the amount of English used in the classroom and increased oral Spanish proficiency levels. Appended materials include a teacher survey, testing materials, and classroom procedures and activities. (Contains 17 references.) (MSE)

ED 412 766 FL 024 861

Braun, Henry

A Postmodern View of the Problem of Assessment.

Pub Date—1997-03-00

Note—12p.; Revised and expanded version of a paper presented at the Language Research and Testing Colloquium (Orlando, FL, March 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Psychology, *English (Second Language), Futures (of Society), *Language Tests, Social Change, Standards, *Test Construction, Test Wiseness

Identifiers—*Postmodernism

A discussion of language testing addresses three questions: why good test construction seems to be increasingly difficult; what forces are shaping the practice of test construction; and what lies ahead in testing. It is proposed that practitioners are constantly redefining what "good" tests are, and those who develop tests are facing greater and more potentially conflicting demands, a common dilemma in the postmodern world. Test design is compared with architectural design in that design is shaped by purpose but must also meet criteria for optimality. In test design, purpose has become more ambitious and multifaceted; cognitive psychology and related disciplines have led to greater understanding of the nature of competence, and more sophisticated models of particular domains. In addition, validity models have become more comprehensive, and standards that testing is held to are becoming more rigorous. It is argued that test designers must learn more about differences in performance among test-takers and understand better the ways in which technology will affect testing. The importance of these factors in the testing of English-as-a-Second-Language competence is emphasized. (Contains 12 references.) (MSE)

ED 412 767 FL 024 863

Freeman, Yvonne S. Freeman, David E.

Teaching Reading and Writing in Spanish in the Bilingual Classroom.

Report No.—ISBN 0-435-07231-5

Pub Date—1997-00-00

Note—266p.

Available from—Heinemann, 361 Hanover Street, Portsmouth NH 03801-3912.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Educational Strategies, Elementary Secondary Education, Literacy Education, Multicultural Education, *Native Language Instruction, *Reading Instruction, *Spanish, *Spanish Speaking, Teaching Methods, *Writing Instruction

Identifiers—*Biliteracy

The book provides teachers, program directors, administrators, and parents involved in Spanish-English bilingual education programs with practical ideas to support the development of reading and writing programs in Spanish, using literacy approaches that are effective and empowering for Spanish-speaking children in American schools. It describes classroom activities, makes reference to Spanish children's literature that supports the suggested curriculum, and includes idea and checklists to help teachers organize and evaluate their Spanish literacy programs. An introductory chapter describes how two teachers introduce thematic units on animals, at kindergarten and fourth-grade levels, emphasizing either reading or writing. The second chapter explains two different views of the reading process and presents evidence supporting a socio-psycholinguistic approach. Different approaches to Spanish reading instruction are outlined and evaluated in two subsequent chapters, with positive alternatives offered for practices that are not effective. Writing development is discussed in chapters 5 and 6, one devoted to comparisons of English and Spanish spelling. The final chapter describes positive practices, suggests materials to support an enriched Spanish literacy program, and provides techniques for helping students move back and forth naturally between reading and writing in Spanish and English. (Contains 175 children's literature references and 94 professional references.) (MSE)

ED 412 768 FL 024 866

Winsler, Adam Diaz, Rafael M. Espinosa, Linda

Learning a Second Language Does Not Mean Losing the First: A Replication and Follow-up of Bilingual Language Development in Spanish-Speaking Children Attending Bilingual Preschool.

Spons Agency—S. H. Cowell Foundation, San Francisco, CA.

Pub Date—1997-03-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Child Language, *English (Second Language), Followup Studies, *Language Maintenance, Preschool Children, Preschool Education, Spanish, *Spanish Speaking

A study of bilingual development in preschool children had two components: (1) a followup of a previous study in which the English and Spanish language development of children in a high-quality bilingual preschool remained stable over time, and (2) a replication of the study with a different cohort. The original study found that native Spanish-speaking children in a bilingual preschool program and children not in the program had improved English and Spanish skills after one year, but the bilingual program participants had especially large gains in English. Followup showed that both groups continued significant gains in both languages during a second year, with the bilingual program children continuing to make larger gains in English. The replication sample was a similar number of children from the same community, similarly divided into bilingual program and control groups. Similar results emerged from this study. It is concluded that participation in a high-quality bilingual preschool program does promote development of both native and second language skills, does not impeded native language development, and significantly enhances second language learning. (Contains 12 references. Appended materials include charts and graphs of the two studies' findings.) (MSE)

ED 412 769 FL 024 867

Vann, Samuel

Presenting Global Issues to Advanced Learners.

Pub Date—1997-03-00

Note—20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997). Small print on passage regarding handouts.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advanced Courses, Brainstorming, Class Activities, Classroom Techniques, Discussion (Teaching Technique), *English (Second Language), Evaluation Criteria, Foreign Countries, *Global Approach, Higher Education, Instructional Design, Instructional

Materials, Media Selection, News Media, Second Language Instruction, Videotape Recordings, *World Affairs

One college instructor's methods of incorporating global issues into advanced classes of English as a Second Language are described. The objectives are to enable students to identify, access, organize, interpret, and respond to information about world affairs in print and non-print forms from diverse sources, and to enable them further to analyze the stories for their separate messages. It is argued that while students may have varying amounts of background knowledge, the clustering of issues and provision of handouts allows for building background information within the class. The concepts of news recognition and news recall are discussed. Rationales for selecting videos are examined, and specific video segments (not included here) on a variety of topics from around the world are reviewed for their instructional value. Use of a checklist for evaluating video segments in the classroom is proposed, and types of issues (procedural, substantive, conceptual, values) students might address in discussing news segments are considered. Use of brainstorming as a classroom discussion technique is also examined, and lessons learned from teaching global issues are noted. Appended materials include a handout listing global issues for discussion and a list of questions to consider in selecting instructional materials. (MSE)

ED 412 770 FL 024 868

MINNETESOL Journal, Volumes 1-12.

Minnesota Teachers of English to Speakers of Other Languages, Minneapolis.
Pub Date—1994-00-00
Note—1129p.
Journal Cit—MINNETESOL Journal; v1-12 1981-1994
Pub Type— Collected Works - Serials (022)
EDRS Price - MF08/PC46 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, American Indians, Bilingualism, Classroom Environment, Communicative Competence (Languages), Contrastive Linguistics, Controversial Issues (Course Content), Creative Writing, Curriculum Development, Discourse Analysis, Drama, Educational Change, Elementary Secondary Education, *English (Second Language), *English for Special Purposes, Film Study, Foreign Students, Grammar, Higher Education, Inservice Teacher Education, *Instructional Materials, *Language Skills, Language Teachers, Language Tests, Limited English Speaking, Listening Comprehension, On the Job Training, Professional Development, Public Schools, Reading Instruction, Relevance (Education), Second Language Instruction, Second Language Learning, Self Evaluation (Individuals), Sex Differences, Student Developed Materials, Student Educational Objectives, Teacher Student Relationship, Teaching Assistants, Teaching Methods, Test Bias, Test Wiseness, Vocabulary Development, *Vocational English (Second Language)
Identifiers—China, Chinese People, Fossilized Language, Gangs, Language Contact, Paraphrase, Politeness

The 12 volumes of the professional journal contain articles on a wide variety of topics on classroom techniques, curriculum design, class activities, and research in English-as-a-Second-Language (ESL) teaching at all educational levels. General topics include: communicating with ESL students; current events in the classroom; cultural test bias; teaching listening comprehension; instructional materials; second language acquisition processes; Hmong refugees and language contact; teaching preliterate adults; discourse analysis and ESL; relevant course content for refugees; Hmong bilingualism; teacher professional growth; ESL for foreign teaching assistants; Montessori language lessons; classroom communication; neglected vocabulary needs; teaching relative clauses; preparing Limited-English-Proficient (LEP) students for on-the-job training; English for Special Purposes (ESP) for nursing students; teacher-planned needs assessment and curriculum development; use of sensitive topics in teaching; using visual stimuli for children's writing instruction; teaching paraphrasing; leaner self-monitoring of grammar in writing; choosing helpful examples of grammatical structures; Chinese students in American universities; foreign scholars; student-teacher collaboration; fossilization and learning strategies; creative writing; film study; emotional support for students; Southeast Asian literature; student textbook writing; national educational reform; drama as curriculum; program design; student cassette journals; test wiseness; art and language learning; teaching across academic cultures; perceptual learning style preferences; writing about culture; mainstreaming LEP students; Hmong women and higher education; gangs; and achievement tests. In later volumes, student work, book reviews, and teacher research are also included. (MSE)

ED 412 771 FL 024 869

MINNE-WI TESOL Journal, Volumes 13 and 14.

Minnesota Teachers of English to Speakers of Other Languages, Minneapolis.; Wisconsin Teachers of English to Speakers of Other Languages, Eau Claire.
Pub Date—1997-00-00
Note—233p.
Journal Cit—MINNE-WI TESOL Journal; v13-14 1995-1997
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Contrastive Linguistics, Cultural Traits, Electronic Mail, Elementary Secondary Education, *English (Second Language), Higher Education, Hmong, Immigrants, *Information Technology, Instructional Materials, *Intensive Language Courses, Interpersonal Communication, Language Processing, Language Proficiency, *Language Styles, Native Speakers, Nontraditional Education, Professional Associations, Program Descriptions, Reading Centers, *Reading Instruction, Recreational Reading, Second Language Instruction, Sociocultural Patterns, World Wide Web
Identifiers—Content Area Teaching, Paraphrase

The two volumes of the journal, jointly produced by the Minnesota and Wisconsin English-as-a-Second-Language (ESL) teachers' associations, include these articles: "'Iwareru and Meiwaku': A Comparative Analysis of Japanese and American Communicative Styles" (Masako Saito, James H. Robinson); ""Reading in the Elementary Classroom" (Alice Weickelt); "An Overview of Hmong for ESL Teachers" (Lisa Dettinger, Thom A. Upton); "Reading Lab: From Pleasure Reading to Proficiency?" (Evangeline L. French); "The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom" (Laurie Eckblad Anderson); "LEAP English Academy— An Alternative High School for Newcomers to the United States" (Jeff DuFresne, Sandra Hall); "Defining the World: Content-Based Learning in an ESL Classroom" (Elizabeth A. Hoadley); The World Wide Web and Electronic Mail: Applications for ESL" (Joannah L. O'Hatnick); and "Reading Lab: A Comprehensive Starter Kit" (Tom Richards). Book reviews are also included in each volume. (MSE)

ED 412 772 FL 801 191

Crossler-Laird, Jannie O'Reilly, Ed Roelofsae, Gary Terpin, Mark

Vocational ESL—Auto Parts Sales. Curriculum Guide.

Chemeketa Community Coll., Salem, OR.
Pub Date—1993-00-00
Note—78p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, *Auto Parts Clerks, Classroom Communication, College Instruction, Communication Skills, Course Content, Curriculum Design, Grammar, Interpersonal Communication, *Job Skills, Language Usage, Limited English Speaking, Listening Skills, *Literacy Education, Notetaking, Pronunciation Instruction, Second Language Instruction, Skill Development, Teaching Guides, Textbooks, Time Management, Two Year Colleges, Vocabulary Development, *Vocational English (Second Language)
Identifiers—353 Project

The curriculum is designed for teachers of limited-English-proficient auto parts sales personnel, and consists of seven instructional modules focusing on automotive vocabulary and job-related communication skills. The curriculum begins with an extensive automotive vocabulary list. Outlines of the instructional modules follow, each containing information on the module's time and materials requirements, general objectives, and classroom exercises. Each module has one or more parts, consisting of a warm-up, presentation content and teacher guide, notes on practice drills, and in some cases, discussion of the process to be followed or application to be made of the information presented. Module topics include: introduction to college-level classes; textbook reading; time management; classroom language; listening and notetaking; guiding the conversation; and vocabulary building. Subsequent materials include a course outline, notes on classroom communication and specific instructional techniques, forms for teacher use in the classroom, and notes on aspects of grammar (contractions, reduction), pronunciation, and semantics found in daily conversation. Contains six references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 412 773 FL 801 192

Burns, Anne

Adult ESL in Australia.

National Languages and Literacy Inst., Melbourne (Australia).
Pub Date—1994-06-00
Note—4p.
Journal Cit—Digest of Australian Languages and Literacy Issues; n7 Jun 1994
Pub Type— Collected Works - Serials (022) — Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Curriculum Design, Curriculum Development, Educational History, Educational Strategies, *Educational Trends, *English (Second Language), Foreign Countries, *Immigrants, *Migrant Education, Postsecondary Education, Second Language Instruction, Teaching Methods, Trend Analysis
Identifiers—*Australia

The history, scope, content, and strategies for English-as-a-Second-Language (ESL) instruction in Australia, particularly in adult education, are summarized. The history of ESL instruction is traced from post-war immigration policies, through early provision for migrant education and introduction within postsecondary institutions and adult education programs. Currently, ESL programs are offered through the national Adult Migrant Education Program, postsecondary institutions, adult and community education programs, school districts, and higher education and private institutions. Program types include settlement, labor force development, community-based, vocational and workplace, and pre-college and college support programs. Curriculum development has evolved from a teacher-centered approach through local curriculum design, the communicative approach, emergence of decentralized curriculum support units, emphasis on vocational training, and competency-based instruction. A trend toward nationally standardized courses is noted. Contains eight references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 412 774 FL 801 193

Lumley, Tom

Assessment of Second Language Performance.

National Languages and Literacy Inst., Melbourne (Australia).
Pub Date—1996-06-00
Note—6p.
Journal Cit—Digest of Australian Languages and

Literacy Issues; n11 Jun 1996
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Allied Health Occupations Education, College Students, Educational Trends, Foreign Countries, Higher Education, Language Teachers, *Language Tests, *Performance Tests, Predictive Validity, Second Language Instruction, *Second Languages, Teacher Certification, *Teacher Competency Testing, Tourism, Trend Analysis, *Vocational English (Second Language)
Identifiers—*Australia

A discussion of current second language testing trends and practices in Australia focuses on the use of performance assessment, providing examples of its application in four specific contexts: an occupational English test used for to assess job-related English language skills as part of the certification procedure for health professionals; performance tests developed to assess the language skills of second language teachers; an oral interaction test for tour guides; and English-as-a-Second-Language tests for prospective university students. Issues discussed in these contexts include how tasks are selected for inclusion in the tests, what really gets assessed in a performance test, whether overall language proficiency can be assessed with a performance test, whether such assessment can be fair, whether abilities other than productive performance can be tested, and the advantages and disadvantages of this form of testing. Contains 19 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 412 775 FL 801 194
Latchford, Ann
Occupational English Test for Health Professionals. Updated.
National Languages and Literacy Inst., Melbourne (Australia).
Pub Date—1996-09-00
Note—4p.
Journal Cit—Digest of Australian Languages and Literacy Issues; n4 Sep 1996
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Allied Health Occupations Education, Cultural Awareness, Foreign Countries, Interpersonal Communication, Job Skills, *Language Proficiency, *Language Tests, Language Variation, Patients, *Vocational English (Second Language)
Identifiers—*Australia

Australia's Occupational English Test (OET) for health professionals was developed in response to the need for immigrant health professions workers to have increased awareness of Australian colloquialisms, improved language training, both in general and within the professions, and cultural awareness training. The test assesses speaking, reading, listening, and writing skills and is delivered on behalf of 11 professional organizations. Candidates must reach a satisfactory performance level in all sections before the organizations will support immigration applications and before acceptance into professional courses and/or practice in Australia. The reading and listening components are generic to all health occupations. The writing component requires the candidate to write a referral letter based on supplied case notes. The speaking component requires the candidate to participate in two roleplays (based on profession) with an interlocutor. The test is conducted in major cities and in some overseas locations. All examination materials are returned to Australia for assessment. A candidate must pass all four test sections, but not necessarily in the same sitting. Application and retest fees are assessed. A contact person's name and address are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 412 776 FL 801 196
Training Effective Literacy Tutors (T.E.L.T.).
Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
Pub Date—1993-00-00
Note—343p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price – MF01/PC14 Plus Postage.
Descriptors—Adult Education, Adult Students, Cognitive Style, Community Colleges, Course Descriptions, Cultural Awareness, Cultural Differences, Decoding (Reading), Educational Objectives, English (Second Language), Instructional Materials, Interpersonal Communication, Language Experience Approach, Language Skills, Lesson Plans, Listening Comprehension, *Literacy Education, Pronunciation Instruction, Second Language Instruction, Spelling, Student Evaluation, Teacher Education, Teacher Educator Education, *Tutors, Two Year Colleges, *Volunteer Training, *Volunteers

The manual combines two previously-produced books into one guide for trainers of volunteer tutors of both basic English literacy and English as a Second Language (ESL). It includes an outline for a 10-hour workshop for both groups, with a suggested time frame. The workshop consists of three parts: a brief introduction and three instructional sessions for both groups; a 6-hour segment with separate content for literacy and ESL tutors; and a concluding segment. In the first part, instructional sessions focus on the adult learner, acknowledging cultural differences, and learning and teaching styles. The segment designed for basic literacy tutors contains two sessions: one on assessment and goal-setting, and a subject matter component (core material, decoding, comprehension, language experience, spelling and writing, and lesson planning). The segment designed for ESL tutors consists of one session on core material, getting to know students, vocabulary development, conversation skills, pronunciation, language experience, and lesson planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 412 777 HE 030 544
Ludden, LaVerne L.
Back to School: A College Guide for Adults.
Report No.—ISBN-1-57112-070-X
Pub Date—1996-00-00
Note—232p.; For related document, see HE 030 545.
Available from—Park Avenue Productions, 720 N. Park Ave., Indianapolis, IN 46202-3431 ($14.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Admissions Counseling, *Adult Students, *Career Guidance, College Admission, College Attendance, College Choice, *College Programs, College Students, Degree Requirements, Higher Education, Institutional Characteristics, Majors (Students), *Nontraditional Students, Social Support Groups, Student Financial Aid

This guide for working adults who are considering returning to school to get a college degree is illustrated with charts provides worksheets, offers case studies which personalize the material, and includes "description" boxes (icons) that highlight nontraditional degree programs offered by various schools. Chapter 1 discusses how to overcome doubts common to most adults contemplating a return to school. Chapter 2 discusses the relationship between a college degree and one's career. A career model and worksheets identify the values and skills needed to achieve identified goals. In Chapter 3 terms and concepts important to understanding how colleges are organized and operated are defined, including the accreditation process, majors, and traditional and nontraditional degree programs. Several strategies for shortening the time needed to complete a degree are suggested in Chapter 4. Financial issues are examined in Chapter 5; and Chapter 6 reviews the college selection process. Chapters 7 discusses balancing college with family, social life, and work, and time management. Chapter 8 reviews skills, such as cooperative learning and study, writing skills, and basic study and test-taking techniques, needed in college. Appended are descriptions of 240 colleges and universities that offer degree programs designed to meet the needs of working adults. (JLS)

ED 412 778 HE 030 545
Ludden, LaVerne L. Ludden, Marsha
Luddens' Adult Guide to Colleges and Universities.
Report No.—ISBN-1-57112-076-9
Pub Date—1997-00-00
Note—576p.; For related document, see HE 030 544.
Available from—Park Avenue Productions, 720 N. Park Ave., Indianapolis, IN 46202-3431 ($19.95).
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors—Access to Education, Admissions Counseling, *Adult Students, *Career Guidance, College Admission, College Attendance, College Choice, College Students, Correspondence Study, Degree Requirements, Distance Education, Extension Education, Higher Education, Institutional Characteristics, Majors (Students), *Nontraditional Students, Off Campus Facilities, Social Support Groups, Student Financial Aid

This guide provides information on nearly 500 adult-oriented colleges and universities, and includes descriptions of nontraditional programs such as guided study, distance learning, correspondence, and televised programs. Two introductory chapters provide information on going back to school and selecting a college. Chapter 1 discusses issues such as doubt about returning to school; how long it will take and how much it will cost; balancing family, work, and school; and explains both traditional and nontraditional programs. Chapter 2 focuses on identifying, evaluating, and selecting a college, and includes a checklist for comparing colleges. The directory is listed in alphabetical order with each entry including data on nontraditional degree programs offered, extended classroom sites, admissions requirements, fees, tuition and costs, financial aid, prior-learning credits, and special services for adult students. Appended are a list of colleges by state, a list of colleges with external and distance learning programs, and a list of universities offering doctoral programs representing a total of more than 2,500 institutions of higher learning. (JLS)

ED 412 779 HE 030 546
Burrelli, Joan
Graduate Students and Postdoctorates in Science and Engineering, Fall 1995.
National Science Foundation, Arlington, VA. Div. of Science Resources Studies.
Report No. —NSF-97-312
Pub Date—1997-00-00
Note—114p.
Available from—Division of Science Resources Studies, National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230; phone: 301-947-2722; e-mail: pubs@nsf.gov (single copies free).
Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Doctoral Degrees, Employment, *Engineering Education, *Enrollment, Ethnicity, Graduate Students, Graduate Study, Health Education, Higher Education, Masters Degrees, Occupational Surveys, Outcomes of Education, Postdoctoral Education, Racial Composition, *Science Education, Statistical Data, *Student Characteristics, Surveys, Trend Analysis
Identifiers—National Institutes of Health, National Science Foundation

This document presents estimates of graduate enrollment and postdoctoral employment at the beginning of the academic year 1995-96 at all institutions in the United States that granted doctorate or Master's degrees in any science or engineering field. The survey universe is derived from the ongoing National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering; for the fall 1995 it encompassed 722 reporting units at 602 graduate institutions. The response rate was 98.5 percent. Data tables include total enrollment in all institutions of higher education, by level of enrollment and broad field: 1975-95; graduate student enrollments in science, engineering, and health in all institutions, by field: 1975-95; student enrollment by full time and part-time status; and by gender, citizenship status, racial/ethnic background for 1988-95; by source of major support: 1988-95; students in doctorate-granting institutions; students in Master's-granting institutions; science, engineering, and health postdoctoral appointees in doctorate-granting institutions, by field: 1988-95; science, engineering, and health postdoctoral appointees in doctorate-granting institutions, by field; source of support; and number of postdoctoral appointees who were non-U.S. citizens in 1995. Technical notes cover description of survey universe, instruments, and methodology; the response rate; and changes and revisions in data items. (JLS)

ED 412 780 HE 030 548

Miller, Michael T. Nelson, Glenn M.

Student Cultures on Campus: Priorities for a Decade of Research.

Pub Date—1997-00-00

Note—21p.; An earlier version of this paper was presented at the International Conference in Popular Culture (Honolulu, HI, January 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Agenda Setting, Attitude Measures, College Environment, *College Students, Delphi Technique, Diversity (Student), Educational Finance, *Educational Research, Higher Education, Likert Scales, *Peer Groups, Peer Influence, Peer Relationship, Rating Scales, Research Needs, Research Opportunities, School Culture, Student Attitudes, Student Behavior, *Student Characteristics, Student Costs, Student Subcultures, Subcultures, Technology, Values

Identifiers—Clark Trow Ratings

This study sought to identify, prioritize, and generate a thematic understanding of the direction for the next decade of research and study on the culture of students in higher education. Data was collected using a Delphi survey technique of sequential questionnaires from a sample population that included 20 student affairs officers and 20 higher education scholars; the response rate was 92 percent. Respondents were asked to list five specific topics or directions that were crucial to or timely for the study of college student cultures in the next decade. Five broad themes emerged after Likert analysis of the responses: technology, diversity, financial considerations, student behavior as individuals or groups, and student attitudes. These themes were considered in relation to the Clark and Trow (1966) classifications of student subcultures. Although many of the issues identified by this study overlap those included in the Clark Trow ratings, the issues of diversity and cost are new, and the issue of student attitudes remains of high priority. Five tables list mean scores for each of the five priority themes identified. (Contains 13 references.) (CH)

ED 412 781 HE 030 549

Meyenn, Bob Parker, Judith

Recipes for Avoiding Limpness: An Exploration of Women in Senior Management Positions in Australian Universities.

Pub Date—1996-04-00

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement, Administrative Organization, Administrator Characteristics, Administrator Role, *Career Choice, Career Development, Educational Attitudes, Foreign Countries, *Higher Education, Individual Development, *Leadership Qualities, Mentors, Organizational Climate, *Power Structure, Sex Differences, Sex Discrimination, *Women Administrators, Women Faculty, Work Attitudes

Identifiers—*Australia, Glass Ceiling, Kramer (Dame Leonie)

This paper describes a study that explored assumptions regarding the role of women in higher education set forth in the Sydney Morning Herald (Australia) in June 1995 by Dame Leonie Kramer, a prominent academic. She contended that "women go a bit limp when things get tough...." The study was based on semistructured interviews with seven women in senior management positions in Australian universities. The interviewees were asked what factors had been important in achieving their present positions; how important mentoring had been; what they perceived the relationship between gender and power to be; whether their gender had been an issue in achievement; if they had experienced personalized criticism; and whether management style was an issue. Overall, there was agreement that academic qualifications were important in reaching senior positions. However, once senior rank had been achieved, these qualifications were less relevant. Demonstrated managerial skills were also seen as necessary. None of the respondents had followed a traditional career path; family and domestic conditions had influenced career decisions. Mentoring was seen as very important, but little relationship was perceived between gender and power. The paper concludes that while "management has a masculine flavor," evidence from the interviews suggests that some women are nevertheless able to pursue and practice other forms of leadership. They have found creative ways to play out agendas in environments which are uncomfortable and constraining. Moreover, all the women interviewed exhibited a very clear sense of purpose and were resolute in their determination to bring about changes in their institution through clearly articulated policies and directions. (Contains 35 references.) (CH)

ED 412 782 HE 030 550

Arismendi-Pardi, E. J.

Evaluation of Student Preparation in Calculus for Business, Management, and Social Sciences for Probability Theory at Orange Coast College. Emergence of Higher Education in America.

Pub Date—1997-08-00

Note—85p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Calculus, *College Mathematics, Community Colleges, Course Content, Course Organization, Curriculum Development, Educational Testing, Higher Education, Mathematics Instruction, Measurement Techniques, *Minimum Competencies, *Predictive Measurement, Prognostic Tests, Program Effectiveness, Program Improvement, Two Year Colleges

Identifiers—Orange Coast College CA

This study evaluated student preparation for a course in calculus for business, management, and social sciences as a prerequisite for success in probability theory. The study included a review of the literature, development of an assessment instrument and cut-off scores, and review and validation of the study criteria, the assessment instrument, and the cut-off scores. A 33-item questionnaire was administered during the 1997 spring semester to 20 students enrolled in a probability theory course at Orange Coast College (California). The students had completed a course in calculus for business, management, and social sciences. Results of the study indicated that although students showed weakness in four instructional objectives: implicit differentiation, calculus applications to probability, numerical techniques, and proof construction, they nevertheless were deemed adequately prepared for the probability theory course. Appended are calculus course instructional objectives, the proficiency criteria developed, a diagnostic student assessment examination in calculus, and a data/assessment results table. (Contains 54 references.) (JLS)

ED 412 783 HE 030 551

Holland, Dorothy C. Eisenhart, Margaret A.

Educated in Romance. Women, Achievement, and College Culture.

Report No.—ISBN-0-226-34943-8

Pub Date—1990-00-00

Note—273p.

Available from—University of Chicago Press, 11030 S. Langley St. Chicago, IL 60628; phone: 773-702-7700 (paperback: ISBN-0-226-34944-6, $13.95; clothbound: ISBN-0-226-34943-8, $19.95).

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Access to Education, Black Colleges, Black Students, Career Choice, *College Environment, Comparative Analysis, Cultural Influences, Educational Anthropology, Educational Attitudes, Equal Education, *Ethnography, Foreign Countries, Higher Education, Individual Development, Naturalistic Observation, Organizational Climate, Peer Groups, Peer Influence, Popularity, *Power Structure, School Culture, Sex Bias, Sex Differences, Sex Discrimination, *Social Change, Social Science Research, Subcultures, *Womens Education

Identifiers—Australia, Great Britain

This ethnographic study investigated why so few women become scientists or mathematicians. The study followed the lives of two groups of women, one black and one white, all with strong academic records, who were attending two southern U.S. universities, one predominantly black and the other predominantly white. The study was initiated in 1979 when the women were freshmen; with follow-up surveys in 1983 when they were due to graduate, and again 4 years later. A second survey of randomly selected women at each school indicated that the ethnographic findings could be generalized. The study describes the cultural systems and social practices of the peer culture, the kinds of gender inequality experienced, explores dissent and protest against male privilege, and compares experiences of the study group with those of students at other schools in the United States, Great Britain, and Australia. The study suggests that a major component of student culture is its organization around romance and attractiveness, with women constantly exposed to judgments of worth based on sexual attractiveness, and with much of their efforts addressed to improving that evaluation. It was also found that while race and class discrimination are experienced as group phenomena, gender discrimination is experienced as an individual phenomenon. (Contains 180 references.) (JLS)

ED 412 784 HE 030 552

Gordon, Lynn D.

Gender and Higher Education in the Progressive Era.

Report No.—ISBN-0-300-04550-6

Pub Date—1990-00-00

Note—258p.

Available from—Yale University Press, 92A Yale Station, New Haven, CT 06520-9040 ($40 hardbound, ISBN-0-3-00-04550-6; $18 paperback, ISBN-0-0231-06221-4).

Pub Type— Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Access to Education, Educational Environment, *Educational History, Equal Education, *Higher Education, Higher Education, Institutional Characteristics, Politics of Education, Power Structure, Sex Bias, Sex Discrimination, Single Sex Colleges, *Social Change, Social History, United States History, Women Faculty, *Womens Education

This book is an analysis of the educational experiences of the generation of women students who attended U.S. colleges and universities during the Progressive Era (1890-1920). Five case studies examine the evolution of campus life at various schools in the United States. Three single-sex institutions, Vassar College (New York), Sophie Newcomb College (Louisiana) and Agnes Scott College (Georgia), shared a common determination to make women's higher education equivalent to that available to men. Differences among them reflected regional social structures. Progressivism, suffragism, interest in career, and a close relationship between students and faculty were the earmarks of Vassar; but students at the two southern schools had fewer ties to faculty, were less likely to seek careers, and had little interest in suffrage. At the University of California (Berkeley), women found themselves on a male-dominated campus, with a structure of class tradition and interclass rivalry; ultimately they had to challenge men for control and demand redefinition of gender roles. The University of Chicago (Illinois), a leading center for graduate study, offered unusual opportunities for both women students and faculty; eventually however, the growing influence of women's culture was viewed as an encroachment on men's spheres and led to the establishment of single-sex classes. (Contains approximately 600 references.) (CH)

ED 412 785 HE 030 553

Sweeney, Christine, Ed.

Honor Roll for Character-Building Colleges, 1997-1998.

John Templeton Foundation, Radnor, PA.

Pub Date—1997-00-00

Note—428p.

Available from—John Templeton Foundation, 2 Radnor Corporate Center, Suite 320, 100 Matsonford Road, Radford, PA 19087; phone: 800-245-1285 (single copy free).

Pub Type— Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Codes of Ethics, *College Programs, College Students, Colleges, Educational Philosophy, Ethical Instruction, Higher Education, *Institutional Characteristics, Institutional Mission, Institutional Role, Moral Development, *Moral Values, Social Values, Universities, Values Clarification, *Values Education

Identifiers—Character Education

This guide lists 134 colleges and universities selected as exemplars of character-building institutions. Its goal is to provide counselors, parents, and students with helpful information on the various programs that have been established to develop moral virtue and character. All 4-year accredited colleges and universities were given the opportunity to prepare a 600-word essay detailing character-building activities and programs; of the 400 replies, 134 institutions were chosen for this guide. Selection criteria included the following: The institution inspires students to develop and strengthen their moral reasoning skills; encourages spiritual growth and moral values; provides community-building experiences; advocates a drug-free lifestyle; and conducts critical assessments of character-building programs and activities. Institutional listings include information on enrollment, tuition, and contact addresses. Included in the institutional description are the specific activities under each criterion that qualified the institution for inclusion. Appended is an index of programs, by criteria, and by institution. (JLS)

ED 412 786 HE 030 554

Morley, James E., Jr.

The Finance Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—14p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Policy, Agency Role, *College Administration, *College Planning, *Committees, *Educational Finance, *Governance, *Governing Boards, Group Membership, Higher Education, Long Range Planning, Policy Formation

The traditional role of a college or university finance committee is to oversee an institution's financial operations, ensure that a viable long-range fiscal plan is in place, and recommend financial policies to the governing board. The finance committee may assume additional responsibilities in response to changing needs and expectations of the institution's internal and external constituencies and to facilitate discussion within the administration. The role of this committee may differ somewhat among categories of institutions, and committee members must carry out their duties in the context of the institution's unique circumstances. Among the most difficult challenges are fiscal tradeoffs between program and capital decisions in which equally important financial priorities compete for scarce resources. An effective committee must have a balance of members with solid financial backgrounds and with deep understanding of the institution's work and mission; membership continuity is an important factor. Basic responsibilities include: monitoring the institution's financial operations; overseeing annual and long-range operating budgets; ensuring that accurate and complete financial records are maintained; ensuring that timely and accurate information is presented to the board; and submitting to the full board for approval capital budgets that exceed prescribed amounts; and communicating with and educating the board. (MSE)

ED 412 787 HE 030 555

Gale, Robert L.

The Committee on Trustees. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Agency Role, *College Administration, College Planning, *Committees, *Governance, *Governing Boards, Group Membership, Higher Education, Long Range Planning, Meetings, Personnel Evaluation, Private Colleges, Recruitment, *Search Committees (Personnel), Self Evaluation (Groups), *Trustees

In independent colleges and universities, the committee on trustees is most important to the institution's long-term effectiveness. The charge to this committee should include the following responsibilities: helping the board determine desired board composition; populating the board with able, dedicated trustees and maintaining a candidate list; overseeing the orientation and development of new board members; reviewing performance of incumbent trustees and overseeing periodic board self-evaluations; and nominating and reviewing board officers' performance annually. It should also recognize exceptional trustee service. The committee should have seven to nine carefully selected members who represent the business and financial communities, and the chair should be a respected, dedicated, and thoughtful board member. Committee agendas and any necessary background materials should be developed by staff in close consultation with the president and committee chair, and distributed in advance of each meeting. The agenda should routinely include: a summary update by president or chair; discussion of short- and long-term board needs; review of current prospects; and discussion of the strategy for filling immediate needs. A special committee meeting including a performance review of the previous year should be scheduled at least once a year. A sample board profile worksheet for assessing board membership characteristics is included. (MSE)

ED 412 788 HE 030 556

Ingram, Richard T.

The Executive Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Policy, Administrator Role, Agency Role, College Administration, *College Planning, *Committees, *Governance, *Governing Boards, Group Membership, Higher Education, Power Structure

The executive board of the college or university governing board has the central purpose of strengthening the board's performance by helping it function efficiently and effectively. Because the executive committee can undermine trustee morale by abusing its authority, the entire governing board must decide the extent of the powers delegated to the executive committee; this is typically accomplished in the bylaws which specify what the committee "can't" do; thus, the committee is implicitly empowered to act on all other matters. The committee should have a membership of approximately one-third the board's size, composed of the board's officers and the chairs of standing committees. The board chair should also chair the executive committee, and the committee should not meet more often than the board. The executive committee agenda should consist of: significant matters that cannot wait for a scheduled board meeting; matters referred to it by the board for study and possible resolution; issues generated by the committee itself; and, to conserve board time, routine matters requiring pro forma action. The responsibilities of the executive committee typically include: ensuring that the board fulfills its responsibilities; serving as a sounding board for the chief executive and administration; serving as the mechanism to oversee the institutional planning process and progress toward goals and objectives; monitoring the chief executive's performance, morale, health, and compensation; and acting on behalf of the full board in emergencies. (MSE)

ED 412 789 HE 030 557

Ostrom, John S.

The Audit Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Policy, Agency Role, College Administration, *Committees, *Compliance (Legal), Conflict of Interest, Donors, Educational Finance, *Financial Audits, Financial Policy, *Fund Raising, *Governance, *Governing Boards, Group Membership, Higher Education, Meetings

In many colleges and universities the responsibility of the governing board's audit committee is to arrange and oversee regular audits of financial activities, comply with donor restrictions on gifts, adhere to laws and regulations, and conform to established board policies. Membership of three to five is usually sufficient, and while the institution's financial management will attend meetings, they do so as staff support to the committee, without vote. Familiarity with financial reporting, accounting practices, and key fiscal issues in higher education are important qualities, as are common sense and independent judgment. The committee selects independent accountants to perform the annual audit, meets with auditors before the process begins to review the scope of the audit and procedures, and to review the audit findings, reviews the auditors "management letter," presents the financial statement to the full board, reviews the results of other work done by the auditors (e.g., intercollegiate athletics and pension plan audits), determines the extent to which outside auditors will rely on internal auditors' work, and oversees the institution's conflict-of-interest policy. It should meet at least twice yearly. (MSE)

ED 412 790 HE 030 558

Wood, Richard J.

Academic Affairs Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—19p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Administrative Organization, Agency Role, College Administration, Committees, *Educational Policy, *Educational Quality, Faculty Evaluation, *Governance, *Governing Boards, Group Membership, Higher Education, Instructional Effectiveness, Meetings, *Policy Formation, Resource Allocation

The college or university academic affairs committee of the governing board holds the primary responsibility for defining, overseeing, and modifying the "policies" that fulfill the institution's academic mission, including: ensuring that the academic program is consistent with the institution's mission and strategies; ensuring that the academic budget reflects the institution's priorities; ensuring that faculty personnel policies and procedures complement academic priorities; ensuring that academic programs are appropriate for the students; and ensuring that the institution assess the effectiveness of academic programs. Academic affairs committee members must be interested in and committed to the institution's academic priorities, and understand shared governance. Depending on institution size, this committee may range from 3 to 10 members and should welcome representatives from other standing or ad hoc board committees, and from faculty or students in either voting or nonvoting capacities. The committee should set its own agenda, guided by the institution's mission, strategic plan, academic plan, and other planning documents. The chair should consider developing an annual list of priorities so the committee's work remains focused. (MSE)

ED 412 791 HE 030 559

Flinn, Ronald T.

The Buildings and Grounds Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Policy, Agency Role, *Campus Planning, College Administration, *College Buildings, *Committees, Equipment Maintenance, Facility Improvement, *Facility Planning, *Governance, Governing Boards, Group Membership, Higher Education, Meetings, Policy Formation, Recordkeeping, Resource Allocation, *School Maintenance

Identifiers—*Deferred Maintenance

The committee on buildings and grounds of a college or university governing board is charged with the broad responsibility for overseeing an institution's physical assets: land, buildings, and equipment. Specific tasks include ensuring the adequacy and condition of capital assets, developing and periodically reviewing policies, advocating for new structures and rehabilitating or removing older structures as dictated by general board policies, controlling plant debt, and ensuring adequate levels of funding for plant maintenance. The committee should consist of about six members; the chair should be an experienced board member with an interest in campus buildings and grounds. Ideally, one or two members should be involved in architecture, engineering, contracting, or some other aspect of building; another member with real estate experience would be valuable; there should be one member from the executive committee and another from the financial committee. Meetings should address condition of plant, resource allocation, major repairs and renovations, capital construction, and status of real estate transactions. Members should also gather and analyze the policies of other institutions in such areas as saving energy, upgrading/enhancing computer facilities, raising money, maximizing space usage, charging/accounting for deferred maintenance, pooling/sharing resources. (MSE)

ED 412 792 HE 030 560

Goodale, Thomas G.

The Student Affairs Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—15p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Agency Role, College Administration, College Students, *Committees, *Governance, *Governing Boards, Group Membership, Higher Education, Institutional Mission, Meetings, Student Needs, *Student Personnel Services

Responsibilities of the college or university governing board's student affairs committee include representing students' interests in all policy decisions, ensuring provision of adequate financial resources to support a comprehensive student affairs program, ensuring that board policies keep pace with students' diverse and changing needs, and promoting the campus as a community. It must keep the institution's mission as its guide and provide leadership for others focusing on students. The committee varies in size, demographics, and term length varies according to the institution's traditions and policies. Members should be familiar with currently enrolled students' interests and have a genuine concern for their welfare. The committee may meet with financial, audit, and/or academic affairs committees to discuss common concerns. Membership should include students, in voting or nonvoting capacities. Meetings should be held in conjunction with board meetings. It may be appropriate for the committee to meet with students in open session to learn of their concerns. The committee should interact with professional staff in student affairs; be conversant with student trends at both undergraduate and graduate levels; and be prepared to discuss policies and regulations affecting students, assessment and outcomes of student experience at the institution. It should plan for new student-life facilities, conduct strategic planning relating to enrollment, and be an advocate for students in the management and operation of the institution. (MSE)

ED 412 793 HE 030 561

Evans, Gary

The Development Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Policy, *Agency Role, *College Administration, *Committees, *Fund Raising, Governance, *Governing Boards, Group Membership, Higher Education, Meetings, *Policy Formation, Private Colleges, Program Administration, Public Colleges

A college or university governing board's development committee (or foundation board in a public institution) has both oversight of and broad responsibility for institutional fund-raising activities. Committee members have an additional role that colleagues on other committees do not—active participation in fund-raising. The committee sets goals, establishes policies, ensures proper attention to institutional priorities, delegates to professional staff the responsibility for preparing strategies to meet them, and then participates with staff to fulfill them. To do so, the institution must have a well-stated mission and well-articulated goals. A separate campaign committee may be formed to oversee the capital campaign and engage all trustees in fund-raising. The committee's structure should mirror that of other board committees. Members should strongly support the institution, and to preserve continuity and experience turnover should be minimal. The agenda should address the committee's objectives, progress in annual and planned giving, potential donor support for major projects, prospect identification and research, corporate and foundation relations, major gift cultivation and solicitation, campaign planning and implementation, and special events. (MSE)

ED 412 794 HE 030 562

Biggs, John H.

The Investment Committee. Effective Committees. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—19p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Agency Role, Board Administrator Relationship, *College Administration, *Committees, Compliance (Legal), Donors, *Governance, *Governing Boards, Group Membership, Higher

Education, Interprofessional Relationship, *Investment, Meetings, *Money Management

The investment committee of the college or university governing board is charged with determining, overseeing, and assessing the policies and processes by which institutional funds are invested. The committee has fiduciary duty to ensure that the terms of investment of donors' gifts are met and to maximize investment returns within an appropriate range of risk. Committee structure is determined by how the committee will work with the institution's administrative staff (chief executive, investment management staff, and consultants) and carry out its basic responsibilities. Committee responsibilities include: setting investment policy, managing asset allocations, reviewing investment results and investment manager performance, reviewing expenses, overseeing accounting and financial reporting, and monitoring proxy voting and social issues. The committee need not meet more than 4 times a year. Special agendas may be needed for new developments, such as debt financings, disposal of large stock gifts, or decisions to change asset allocations. To be judged successful, the committee must meet its spending-rule goals and achieve investment results that compare favorably with other institutions. (MSE)

ED 412 795 HE 030 563

Legon, Richard D.

The Board's Role in Fund-Raising. The Fundamentals. Board Basics.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—19p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($5.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Role, Agency Role, *Board Administrator Relationship, College Administration, *Committees, Donors, Educational Finance, Endowment Funds, *Fund Raising, *Governance, *Governing Boards, Grantsmanship, Group Membership, Higher Education, *Long Range Planning, Meetings, Nonprofit Organizations, Private Colleges, Private Financial Support, Public Colleges, Trusts (Financial)

Fund-raising is one of the college or university governing board's most basic and important responsibilities: The annual fund is the platform from which all other fund-raising activities flow, and the board plays a key role in planning, implementing, and monitoring comprehensive campaigns, which are major efforts, focused on long-range financial priorities, that involve all institutional resources and constituencies. Successful fund-raising programs are varied, but share some principles: collaboration of the institution's president, board, and senior development staff members; participation of informed and willing trustees; and direct linkage of fund-raising to the institution's mission, goals, and priorities. Fund-raising in public institutions is frequently delegated to separately incorporated nonprofit foundations, but the governing board is ultimately responsible for establishing the working agreements defining the foundation's relationship to the host institution. The trustees must be both advocates and active participants in implementing policies and strategies, and all board members must demonstrate their commitment with individual gifts. Fund-raising responsibilities of board members should be made explicit in the trustee job description and orientation. The board's development committee is responsible for ensuring that the institution has an active, well-organized, and adequately budgeted fund-raising program. The committee on trustees helps recruit board members committed to the institution's development. (MSE)

ED 412 796 HE 030 564

Keeling, Richard P.

AIDS and HIV. Policy Guidelines for Boards. Campus Life Policy Series.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Hitachi Foundation, Washington, DC.

Pub Date—1992-00-00

Note—60p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more $10.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acquired Immune Deficiency Syndrome, Administrative Policy, *College Administration, Communicable Diseases, *Disease Control, Epidemiology, *Governance, Health Education, *Health Promotion, Health Services, Higher Education, *Policy Formation, School Policy

Identifiers—American College Health Association

The report is designed to inform members of college and university and administration governing boards about facts and issues surrounding acquired immune deficiency syndrome (AIDS) and the human immunodeficiency virus (HIV) so that they may develop education and prevention programs for their institutions and ensure protection from accidental exposure in on-campus health care professions and HIV-related services. Chapters address these topics: HIV infection and AIDS (spectrum of HIV infection, virus characteristics, transmission and epidemiology, testing, treatment, and prevention); the impact of HIV infection on higher education (people with HIV, education for prevention, student risk factors, underserved campus populations, financial and nonfinancial costs, elements of campus response, service and care programs); issues and concerns for governing boards (monitoring policies and programs; prudent management of resources; the institution as resource, partner, and leader; the board's role as citizen; and guidelines for board response,(preparation and guidelines for action). The American College Health Association's General Statement on Institutional Response to AIDS is appended. (MSE)

ED 412 797 HE 030 565

Burling, Philip

Crime on Campus. Policy Guidelines for Boards. Campus Life Policy Series.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Hitachi Foundation, Washington, DC.

Pub Date—1993-00-00

Note—39p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more $10.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Agency Role, Campus Planning, College Administration, *College Environment, Compliance (Legal), *Crime, Crime Prevention, Criminals, Discipline Policy, Emergency Programs, *Governance, *Governing Boards, Higher Education, Information Dissemination, Legal Responsibility, Policy Formation, Recordkeeping, School Personnel, *School Responsibility, School Safety, *School Security, Sexual Abuse, Student College Relationship, Substance Abuse, Victims of Crime, Violence

Identifiers—Hazing

The guide is designed to inform college and university administration and governing boards about facts and issues concerning crime on campus so that they may develop policies and procedures for addressing it. After an introductory section that defines the trustees' role in managing institutional response to campus crime, Chapter 2 outlines specific issues in developing an overall institutional policy for managing crime risk: reporting criminal activity; security and access to campus facilities; campus security personnel; education; crisis response; statutory requirements; drugs and alcohol; sexual assault; tolerance; criminal actors; and crime victims. Chapter 3 discusses board oversight of the institutional response to crime in these areas: incidence of crime; statutory compliance; administrative responsiveness; internal discipline; security personnel; education; prevention and protection; cost-effectiveness of measures taken; and review of procedural effectiveness. Legally imposed institutional duties to respond to crime addressed in Chapter 4 include: common law issues (contracts, tort law, the principle "in loco parentis," the special relationship of school and student, negligence and foreseeability of crime) and specific statutory obligations. The final chapter presents a five-point plan for achieving reasonable campus security: education, prevention, protection, crisis-management, and insurance. (MSE)

ED 412 798 HE 030 566

Sandler, Bernice R.

Sexual Harassment and Date Rape. Policy Guidelines for Boards. Campus Life Policy Series.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Hitachi Foundation, Washington, DC.

Pub Date—1993-00-00

Note—71p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more $10.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, Agency Role, College Administration, College Faculty, College Role, College Students, Confidentiality, Crime, Crime Prevention, Discipline Policy, Due Process, Educational Needs, Freedom of Speech, *Governance, Governing Boards, Higher Education, Information Dissemination, Information Seeking, Lawyers, Legal Problems, Legal Responsibility, Organizational Communication, *Policy Formation, *Rape, School Personnel, School Policy, *School Responsibility, *Sexual Harassment, Student Needs, Victims of Crime

Identifiers—*Date Rape, University of Iowa

The guide presents facts and issues concerning sexual harassment and date rape so that college and university administration and governing boards can make informed decisions about programs, policy, and procedures to minimize the incidence of these problems on campus. The first part of the guide addresses sexual harassment: its definition; frequency of occurrence; impact; legal implications; board policy issues; and other issues such as confidentiality, liability, dealing informally with complaints, evidentiary standards for investigations, false charges, inclusion of lawyers in the hearing process, and freedom-of-speech issues; institutional response to victims; and development of educational and preventive measures. A checklist for boards to use in policy review and development is included. The second section of the guide addresses date rape: its definition; frequency of occurrence; how date rape occurs; impact; legal implications; board policy issues (elements of good policy, informal options, and elements in conducting an investigation); development of educational and preventive measures; and the institution's response to victims. Appended materials include the University of Iowa's stated policy on consensual sex and lists of additional resources concerning sexual harassment and date rape. Contains 26 references. (MSE)

ED 412 799 HE 030 567

Goodale, Thomas G.

Alcohol and Drug Abuse. Policy Guidelines for Boards. Campus Life Policy Series.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Hitachi Foundation, Washington, DC.

Pub Date—1992-00-00

Note—61p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more $10.95 each).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, Agency Role, *Alcohol Abuse, Alcohol Education, Budgeting, College Administration, College Environment, College Faculty, College Role, College Students, Costs, *Drug Abuse, Drug Education, *Governance, Governing Boards, Higher Education, Intervention, Legal Problems, Legal Responsibility, Policy Formation, Prevention, Risk, School Personnel, School Policy, *School Responsibility, *Substance Abuse

The guide presents facts and issues concerning drug and alcohol abuse so that college and university administration and governing boards can make informed decisions about programs, policy, and procedures to minimize their occurrence on campus. Chapter 1 examines issues related to substance abuse on campus: risk factors in the campus community; the scope of abuse; the costs of abuse; and the institution's responsibility. Chapter 2 looks at various approaches to prevention and intervention, including: elements of successful campus programs; managing the campus environment (sale of alcohol, regulating campus events, alcohol advertising and sponsorship, providing alcohol- and drug-free alternative activities, class scheduling, reducing incidence of mixed messages, penalties and enforcement); development of education programs for students, faculty, and staff; assistance and treatment; and program monitoring. In Chapter 3 the role of the governing board is discussed, focusing on special considerations in policy development (the nature of athletics programs, protecting student and employee rights, nontraditional students, involving the student body, campus-wide coordination); budgeting for education, prevention, and treatment; and the role of the institution as leader, resource, and partner. Guidelines for board response to these issues are presented in Chapter 4. Model alcohol policy guidelines and a list of additional resources are appended. Contains 21 references. (MSE)

ED 412 800 HE 030 569

Renewing the Academic Presidency: Stronger Leadership for Tougher Times. Report of the Commission on the Academic Presidency.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—William and Flora Hewlett Foundation, Palo Alto, CA.; James G. Irvine Foundation, San Francisco, CA.; Kellogg Foundation, Battle Creek, MI.

Pub Date—1996-00-00

Note—58p.; Made possible by a grant from the Robert W. Woodruff Foundation.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($12.95 members; 10 or more copies $9.95 each; $19.95 nonmembers, 10 or more copies $14.95 each).

Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Board Administrator Relationship, College Administration, College Faculty, *College Presidents, *Faculty College Relationship, *Governance, Government School Relationship, Higher Education, Leadership Qualities, *Leadership Responsibility, Public Officials

This report addresses the challenges posed to the college presidency in the current and near-future higher education environments, and presents its conclusions concerning the president's leadership role. Among the challenges anticipated for higher education are: diminishing resources; dwindling research funds; advancing information technology; the need to provide access and accommodate diversity; conflicting public expectations; and accelerating change. Problems posed by shared governance for the president, governing board, faculty, and state political leaders are outlined; and recommendations for rebuilding shared governance are made for each of these constituencies. These recommendations specify actions, approaches, and policies that exemplify both leadership and collaboration. Appended materials include data on the composition of single-campus and multi-campus trustee boards, notes on contractual and compensation agreements between the president and board, information on three states' approaches to reforming the trustee selection process, and a list of commission meetings in 1995 and 1996. (Contains 18 references.) (MSE)

ED 412 801 HE 030 570

Pocock, J. W.

Fund-Raising Leadership: A Guide for College and University Boards.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—EXXON Education Foundation, New York, NY.

Pub Date—1989-00-00

Note—151p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($21.95 members, 10 or more, $18.95 each; $29.95 members, 10 or more, $24.95 each).

Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, Board Administrator Relationship, College Administration, *College Planning, College Role, Community Colleges, Costs, Donors, *Fund Raising, *Governance, *Governing Boards, Higher Education, Information Dissemination, Institutional Characteristics, Interpersonal Communication, Mass Media, National Surveys, Philanthropic Foundations, Private Colleges, *Private Financial Support, Program Development, Public Colleges, Staff Utilization, Trustees

The guide examines the role and responsibilities of college and university governing board members in institutional fund-raising activities. Results of a national survey of members of the Association of Governing Boards of Universities and Colleges concerning fund-raising policies and practices are highlighted throughout the text. The first six chapters address basic issues: history of college fund-raising; the development process (overall program, source of funds, competition for funds, external environment); institutional organization for fund-raising (shaping the board; mission, long-range planning, and needs; the institution's unique characteristics; the public relations program; professional staff); the board's planning role (authorizing and approving the program, determining needs, front-end funding, case statement, budgeting, approving goals and schedule, organizing the board); trustee giving and donor cultivation; and assessing program success. Chapters 7-12 address more specific topics: "The Three-Party Relationship" (William A. Kinnison and Michael J. Ferrin) on the roles of president, board, and development staff; "The Institutionally Related Foundation in Public Colleges and Universities" (Michael J. Worth); "Why Major Donors Give" (Kent Dove); "Fund-Raising and the Community College" (Mary Wallace Wheat); and "The Trustee's Role in Public Relations" (James W. McLamore). Survey data for both public and private institutions are appended. (MSE)

ED 412 802 HE 030 571

Grigsby, J. Eugene, III Galloway, Sylvia W.

Recruiting Minority Trustees to Independent College and University Governing Boards. AGB Special Report.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—40p.; Made possible by a grant from the BankAmerica Foundation.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more, $10.95 each)

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Administration, College Faculty, College Planning, College Role, Cultural Pluralism, Focus Groups, Governance, *Governing Boards, Group Discussion, Higher Education, *Minority Groups, *Personnel Selection, Population Trends, *Private Colleges, Problem Solving, *Racial Balance, Recruitment, Search Committees (Personnel), *Trustees

The report combines survey findings and data from interviews and focus-group sessions on recruiting minority group members for the private college or university governing board. It discusses real and perceived obstacles and recommends resources to assist institutions. Recommendations are based on two premises: (1) more minorities are needed on boards of trustees to help independent colleges and university leaders prepare their campuses for increasingly diverse student populations, and (2) more minorities have progressed to a level at which they can exercise the responsibilities of volunteer trusteeship and philanthropy. An introductory chapter outlines the case for greater inclusiveness on governing boards, and the second chapter examines the critical first step—the institution's commitment to greater diversity. The third chapter discusses identifying, cultivating, and recruiting minority trustees, and the fourth chapter discusses creating a climate that will enhance board diversity. Appended materials include data on recent and anticipated increases in minority populations in the United States, the racial and ethnic distribution of faculty and instructional staff as of 1991, and the ethnic/racial board composition of independent college and universities in 1991, and a sample board profile worksheet. (Contains 17 references.) (MSE)

ED 412 803 HE 030 572

Gade, Marian L.

Four Multicampus Systems: Some Policies and Practices That Work. AGB Special Report.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Kellogg Foundation, Battle Creek, MI.

Report No.—ISBN-0-926508-01-6

Pub Date—1993-00-00

Note—77p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more, $10.95 each).

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Centralization, College Administration, College Role, Community Colleges, Educational Policy, *Governance, Higher Education, *Institutional Cooperation, *Multicampus Colleges, *Policy Formation, School Policy, *State Universities

Identifiers—Kansas Board of Regents, Maricopa County Community College District AZ, University of California, University of North Carolina

The report describes the functions of multicampus systems of higher education in the United States, considers their growing importance, identifies common concerns, and presents ideas for addressing those concerns. It is based on interviews conducted during 1991 and 1992 with administrators, faculty, trustees, and other experienced professionals, at four systems: the University of California, the University of North Carolina, Kansas Board of Regents institutions, and the Maricopa County Community College District (Arizona). Sixteen "good ideas" for governance, adaptable to other systems, are discussed: protecting education and research from undue outside pressure; leaving coordination and control of academic affairs in faculty hands; encouraging intercampus cooperation in program development and operation; assigning principal responsibility for certain programmatic or administrative tasks and activities to one lead campus; allocating programs systemwide among campuses; ensuring open communication at all levels; consulting with administrative councils on all campuses; communicating the benefits of higher education support directly to state legislators and citizens; centralizing relations with state and federal governments; preserving campus flexibility when centralizing; centralizing admissions; establishing campus boards of trustees; maximizing local budget control; decentralizing physical plant decisions; raising funds as a campus activity; and continually revitalizing leadership. A table of system data is appended. (MSE)

ED 412 804 HE 030 573

Fretwell, E. K., Jr.

The Interim Presidency: Guidelines for University and College Governing Boards. AGB Special Report.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Pub Date—1995-00-00

Note—54p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($9.95 members, 10 or more, $6.95 each; $13.95 nonmembers, 10 or more, $10.95 each).

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Administrator Attitudes, Administrator Responsibility, *Administrator Role, *Administrator Selection, Agency Role, *Board Administrator Relationship, College Administration, *College Presidents, Employment Practices, *Governance, Governing Boards, Higher Education, Interviews, Personnel Policy, Power Structure, Search Committees (Personnel), Surveys

These guidelines for college and university governing boards concern the selection of and relations with interim college presidents, and are based on interviews with 52 interim presidents, including some who have served in that position more than once, and 20 other college and university personnel in 20 states. An introductory section outlines eight specific suggestions based on salient findings of the study: a clear and timely selection process; early decisions concerning expectations about the interim president's role; appointing a person who would not likely be a candidate for permanent president; exploring a variety of sources for candidates; limiting major objectives for this position; delegating real responsibility; examining the successful elements of previous search procedures; and ensuring that the interim president is firmly in control before starting the search for a permanent president. These recommendations are explored further in subsequent sections, which offer specific procedural suggestions for the search process, advice for interim presidents from those who have occupied the position, and a discussion of the advantages and opportunities that interim presidencies afford to higher education systems. Appended materials include information about the interviewees and a list of tips from previous interim presidents. (Contains 18 references.) (MSE)

ED 412 805 HE 030 593

The Illinois Century Network: New Dimensions for Education in Illinois. A Vision for Communications and Computing Networking To Retain and Expand Illinois' Position as a World Leader by the Turn of the Century. Report and First-Phase Recommendations of the Higher Education Technology Task Force to the Illinois Board of Higher Education and the Illinois Community College Board.

Illinois State Board of Higher Education, Springfield.

Pub Date—1997-00-00

Note—24p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Continuing Education, Distance Education, Economic Progress, *Educational Innovation, Elementary Secondary Education, Emerging Occupations, *Excellence in Education, Futures (of Society), Higher Education, Individualized Education Programs, Instructional Innovation, *Linking Agents, Noncampus Colleges, Nontraditional Students, *Partnerships in Education, Program Costs, Science and Society, State Departments of Education, State Programs, Statewide Planning, *Technology Transfer, *Telecommunications

Identifiers—*Illinois

This proposal calls on the state of Illinois to initiate a statewide computing and telecommunications network that would give its residents access to higher education, advanced training, and electronic information resources. The proposed network, entitled Illinois Century Network, would link all higher education institutions in the state to elementary and secondary education, public libraries, hospitals, government and government agencies, industry, corporations, small business, and individuals. The proposal envisions a network technology that would allow individuals who cannot attend a university to take courses from home or from their place of employment and at a time of their own choosing, allowing students to study more independently on or off campus. The report discusses the hardware needed, necessary changes in curriculum content, and support staff needs. It estimates capital and operating costs, taking note of the difficulties of using traditional cost-benefit analysis for such a project. Also suggested are three different types of management structure that might be appropriate, and an eight-step strategy for implementing the network. A technical appendix defines a set of goals and principles, discusses technology components, the campus infrastructure, and home access needs. A second appendix breaks out specific cost components. (CH)

ED 412 806 HE 030 594

Master Plan Policies for Illinois Higher Education, 1997.

Illinois State Board of Elections, Springfield.

Pub Date—1997-09-00

Note—59p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affirmative Action, Community Colleges, Educational Policy, Equal Education, Extension Education, Governance, Graduate Study, *Higher Education, Institutional Cooperation, *Institutional Mission, Labor Force Development, *Master Plans, Participative Decision Making, *Paying for College, *Policy Formation, Professional Education, State Aid, State Departments of Education, *State Universities, Statewide Planning, Substance Abuse, Undergraduate Study

Identifiers—Chicago State University IL, Eastern Illinois University, Governors State University IL, *Illinois, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University, University of Illinois, Western Illinois University, Western Illinois University

This document presents new or revised master plan policy statements for various segments of Illinois higher education. Chapter 1, on statewide goals and organization, lists goals for Illinois higher education, for coordination and planning, for the Board of Higher Education membership; and briefly discusses the organizational structure of public higher education institutions in Illinois. Chapter 2 presents institutional focus statements for public universities (Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, for Southern Illinois University at Carbondale and Edwardsville, and for the University of Illinois at Chicago, Springfield, and Urbana-Champaign); public community colleges; and independent colleges and universities. Chapter 3, on instruction, offers policy statements concerning undergraduate education, workforce preparation, graduate education, professional education, and institutional cooperation and off-campus programs. Chapter 4 offers policy statements on research and public service. Chapter 5 covers equal opportunity and affirmative action. Chapter 6 deals with affordability. Chapter 7 addresses state funding (operations, grants, and capital); and chapter 8 covers miscellaneous issues (the presidents' and chancellors' residences and alcohol abuse and illegal drug use). Appended are a list of source documents, recent master plan policy reports of the Illinois Board of Higher Education, and master plan policy notes. (CH)

ED 412 807 HE 030 595

Ainley, Patrick Bailey, Bill

The Business of Learning. Staff and Student Experiences of Further Education in the 1990s.

Report No.—ISBN-0-304-33982-2

Pub Date—1997-00-00

Note—140p.

Available from—Books International, P.O. Box 605, Herndon, VA 20172-0605; phone: 800-561-7704; fax: 703-661-1501 (clothbound: ISBN-0-304-33981-4, $90; paperback: ISBN-0-304-33982-2, $29.95).

Pub Type— Books (010) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Attitudes, Adult Education, Case Studies, College Administration, College Outcomes Assessment, Comparative Analysis, Decentralization, *Educational Change, Educational Finance, Educational Quality, *Foreign Countries, Foundations of Education, *Governance, *Government School Relationship, Higher Education, Interviews, Politics of Education, *Postsecondary Education, Resistance to Change, School Districts, School Funds, Student Attitudes, Teacher Attitudes, *Technical Institutes

Identifiers—Tertiary Colleges, *United Kingdom

This case study of two postsecondary schools in England attempts to assess the effects of a recently established and radically changed administrative structure and funding method on educational quality. These changes allowed schools to opt out of local educational authority control to become semiautonomous corporations and to create a separate funding entity to be operated by the schools themselves. The study examined two colleges: a "home counties college," which had formerly been a technical college and was restructured as a "tertiary" academic/vocational school, most analogous to a U.S. 2-year college offering associate degrees; and a school, defined as a "generalist" institution, a larger inner-city college that offered adult comprehensive education to mostly part-time non-degree-seeking students. Using qualitative data based on interviews with administrators, students, and faculty, the study found that interviewees perceived recent events very differently, with teachers tending to be more resistant to changes or tended to view changes pessimistically, while students tended to have a more optimistic view of change aligning them more with the view of administrators. The study also notes the difficulties of quantifying questions of educational quality, and asks whether performance targets are appropriate measures for allocating funds. The student interview questionnaire is appended. (Contains 27 references.) (CH)

ED 412 808 HE 030 597

Ingram, Richard T.

Effective Trusteeship. A Guide for Board Members of Public Colleges and Universities.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1995-00-00

Note—51p.; Made possible by a grant from the Ford Motor Company Fund.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Suite 400, Washington, DC 20036; phone: 800-356-6317 ($13.95, members; $21.95, nonmembers).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Guides, Administrator Responsibility, Board Administrator Relationship, *College Administration, *Governance, *Governing Boards, Higher Education, Institutional Administration, Policy Formation, Public Colleges, State Universities, *Trustees

This monograph, directed to trustees and board members of public colleges and universities, is intended to offer basic information about board and trustee responsibility; to highlight the principles of board and trustee membership; to help members keep themselves, the board, and their institution out of trouble; and to provide information on resources and assistance available to board members. The text addresses issues such as: why governing boards are composed of lay people rather than government officials; responsibilities of the governing board; responsibilities of individual board members or trustees; what makes an institution distinctive; how to distinguish between setting policy and managing; what a board typically expects of the chief executive; what a chief executive typically expects of the board members; what trustees must know about open-meeting laws; how a board goes about accomplishing its work; and student and faculty trusteeship. Appendixes provide sample statements of board members' responsibilities and desired qualifications; a list of suggested resources; a description of the Association of Governing Boards (AGB); and brief descriptions of programs and services offered by the AGB. (CH)

ED 412 809 HE 030 598

Ingram, Richard T.

Effective Trusteeship. A Guide for Board Members of Independent Colleges and Universities.

Association of Governing Boards of Universities and Colleges, Washington, DC.; Lilly Endowment, Inc., Indianapolis, IN.

Pub Date—1995-00-00

Note—49p.; Made possible by a grant from the Ford Motor Company Fund.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Suite 400, Washington, DC 20036; phone: 800-356-6317 ($13.95, members; $21.95, nonmembers).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Guides, Administrator Responsibility, Board Administrator Relationship, *College Administration, *Governance, *Governing Boards, Higher Education, Institutional Administration, Policy Formation, *Private Colleges, Trustees

This monograph, directed to trustees and board members of independent colleges and universities, is intended to offer basic information about board and trustee responsibility; to highlight the principles of board and trustee membership; to help members keep themselves, the board, and their institution out of trouble; and to provide information on resources and assistance available to board members. The text addresses issues such as: the reasons for having voluntary governing boards; the responsibilities of the governing board; responsibilities of the individual trustee; what makes an academy distinctive; how to distinguish between setting policy and managing; what a board typically expects of the chief executive; what the chief executive typically expects of the board members; how a board goes about accompanying its work; and student and faculty trusteeship. Appendixes provide sample statements of board members' responsibilities; a list of suggested resources; a description of the Association of Governing Boards (AGB), and descriptions of programs and services offered by the AGB. (CH)

ED 412 810 HE 030 599

The Condition of Higher Education in New Mexico, Spring 1997.

New Mexico Commission on Higher Education.

Pub Date—1997-00-00

Note—51p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Anglo Americans, Articulation (Education), Asian Americans, Blacks, Cooperative Education, *Declining Enrollment, Educational Assessment, *Educational Finance, Enrollment Trends, Federal Aid, Graduate Study, Higher Education, Hispanic Americans, In State Students, State Aid, State Surveys, State Universities, Student Financial Aid, Tuition, Undergraduate Study, Womens Education

Identifiers—*New Mexico

This report summarizes information about New Mexico's public colleges and universities. Data tables provide summarize information on revenues and expenditures of the state's colleges and universities from 1985 through 1996. Tables are organized into those on: student enrollments and degrees completed; tuition and financial aid; and state higher education financing. Narrative sections include information about the state Commission on Higher Education and its various activities. The report notes that higher education in the state appears to be in a period of slow growth; although enrollments were increasing in community colleges, they were level or declining at the university level. Among the other findings are the following: approximately 88 percent of students were state residents, with women constituting 58 percent of the statewide enrollment; approximately 56 percent of students were Anglo, 33 percent were Hispanic, 7 percent were Native Americans, 2 percent were Black, and 2 percent were Asian; fees for resident undergraduate students ranged from $2,100 per academic year at research universities to $1,600 at comprehensive universities; tuition and fees generated less than 20 percent of total institutional revenue; about 78 percent of student financial aid came from federal sources, 11 percent from the state, and the remainder from private sources. An appendix contains a key to degree clusters used in the report. CH)

ED 412 811 HE 030 600

Kramer, Gary L., Ed.

Reaffirming the Role of Faculty in Academic Advising. Monograph Series, No. 1.

National Academic Advising Association, Manhattan, KS.

Pub Date—1995-00-00

Note—80p.

Available from—National Academic Advising Association, Kansas State University, 2323 Anderson Avenue, Suite 225, Manhattan, KS 66502-2912; phone: 913-532-5717; fax: 913-532-7732 ($30).

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Academic Advising, Educational Counseling, *Faculty Advisers, *Faculty Development, Faculty Handbooks, Guidance Programs, Higher Education, Models, Noninstructional Responsibility, *Professional Development, Professional Recognition, Resource Materials, *Student Personnel Services, Teacher Role, *Teacher Student Relationship

The six papers of this monograph discuss the role of faculty in campus academic advising programs in discussions of training, accountability, evaluation, and recognition and reward. The first paper, "Redefining Faculty Roles for Academic Advising" (Gary L. Kramer) defines three attributes of successful advising programs: as an integral component of the higher education system; as a faculty-student interaction; and as an opportunity for professional development. Chapter 2, "Faculty Advising: Practice, Performance, and Promise" (Wes Habley) discusses the current status of faculty involvement and offers a taxonomy of advising needs and responses. In chapter 3, "Organizational Models and Delivery Systems for Faculty Advising" (Margaret C. King) four key factors are discussed: institutional mission, student population, faculty characteristics, and complexity of institutional programs and systems. In chapter 4, "Designing and Implementing a Faculty-Based Advising Program," Susan H. Frost presents a faculty-based advising model based on research concerning strategies for effective advising and ways to structure advising programs to encourage these effective attitudes and practices. Chapter 5, "Developing Faculty Potential as Excellent Advisors" (Faye Vowell) focuses on the importance of clearly stated expectations, advisor training, advisor evaluation, and rewards for effective faculty advising. The final paper, chapter 6, "Resources to Help Faculty Improve Academic Advising" (Eric R. White) describes major advising resources (including publications, conferences, and organizations) and standards. Appended are the Council for the Advancement of Standards' Guidelines for Academic Advising; the National Academic Advising Association Statement of Core Values; and a list of outstanding faculty advising programs. (Contains approximately 80 references.)(CH)

ED 412 812 HE 030 601

Glennen, Robert E., Ed. Vowell, Faye N., Ed.

Academic Advising as a Comprehensive Campus Process. Monograph Series, No. 2.

National Academic Advising Association, Manhattan, KS.

Pub Date—1995-00-00

Note—80p.

Available from—National Academic Advising Association, Kansas State University, 2323 Anderson Avenue, Suite 225, Manhattan, KS 66502-2912; phone: 913-532-5717; fax: 913-532-7732 ($30).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Advising, Athletics, Career Planning, College Faculty, College Freshmen, College Outcomes Assessment, College Presidents, Cooperative Education, Degrees (Academic), Disabilities, Dormitories, Educational Counseling, Educational Finance, Educationally Disadvantaged, Ethnic Groups, *Faculty Advisers, Faculty Development, *Faculty Handbooks, Guidance Programs, Higher Education, Information Technology, Institutional Research, Learning Laboratories, Mentors, Noninstructional Responsibility, School Orientation, Special Needs Students, Student Financial Aid, *Student Personnel Services, Teacher Role, *Teacher Student Relationship, Technology Transfer, Transfer Students

The 22 papers of this monograph review academic advising from the perspective of three types of campus activities: administrative support services, academic advising services, and student support services. The papers include: (1) "Obtaining Presidential Support for Advising" (Robert E. Glennen); (2) "Faculty Affairs" (David H. Goldenberg and Steve B. Permuth); (3) "Fiscal Affairs" (Phillip J. Farren); (4) "Academic Advising, Institutional Research, and Outcomes Assessment" (Elizabeth G. Creamer and Susan H. Frost); (5) "High Tech and High Touch: Integrating Information Technology in the Advising Process" (Gary L. Kramer and Michael McCauley); (6) "Degree Progress Report (Degree Audit)" (Gary L. Kramer and Michael McCauley); (7) "Advising and Mentoring in the Freshman Seminar Course" (Nancy S. King); (8) "Learning Assistance Centers" (Rhonda H. Atkinson, Cynthia Linton, and Candace McLaughlin); (9) "Non-Traditional Learning" (Cheryl J. Polson and Faye N. Vowell); (10) "Linking Academic-Advising Programs and Offices Serving Ethnic Minority Students: A Key Connection in Support of Student Services" (Thomas Brown); (11) "Disability Support Services" (Candace McLaughlin); (12) "Academic Advising and Intercollegiate Athletics" (George Browne, Robin Cunningham, Carol Gruber, and Richard McGuire); (13) "Advisor Training in the Context of a Teaching Enhancement Center" (Wes Habley); (14) "Transfer Admissions and Advising: The Invisible Link" (Barbara J. Tarter and Marsha A. Miller); (15) "Financial Aid" (Philip J. Farren and Wilma Kasnic); (16) "Academic Advising and Orientation" (J. D. Beatty and Robert Standing); (17) "The Registrar's Office" (George W. Schubert, Monty Nielsen, and Orville Lyttle); (18) "Counseling and Advising: A Continuum of Services" (Edward R. Butler); (19) "University Residence Halls in the Academic Advising Process" (Howard Schein); (20) "Career Planning" (Jack Roundy and Linden Foster); (21) "Academic Advising and Cooperative Education: A Natural Union" (Thomas J. Kerr and J. Martin Hays); and (22) "The Role of Student Affairs in Fostering Academic-Advising for Underprepared Students" (James R. Kitchen). (Contains approximately 140 references.) (CH)

ED 412 813 HE 030 602

Kramer, Gary L., Ed Childs, M. Wayne, Ed.

Transforming Academic Advising through the Use of Information Technology. Monograph Series, No. 4.

National Academic Advising Association, Manhattan, KS.

Pub Date—1996-00-00

Note—176p.

Available from—National Academic Advising Association, Kansas State University, 2323 Anderson Avenue, Suite 225, Manhattan, KS 66502-2912; phone: 913-532-5717; fax: 913-532-7732 ($30).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Academic Advising, Computer Oriented Programs, Degrees (Academic), Educational Counseling, Educational Technology, *Faculty Advisers, Faculty Handbooks, Guidance Programs, Higher Education, *Information Systems, Information Technology, Institutional Administration, Institutional Environment, *Internet, Noninstructional Responsibility, Planning, Student College Relationship, *Student Personnel Services, Systems Approach, Teacher Student Relationship, *Technology Transfer, Transfer Programs

This monograph presents 9 papers and 11 reports of innovative applications concerned with the design and integration of technical support systems in the academic advising workplace. The papers are into three parts: technology, student academic advising and planning; using technology to deliver academic support services, and the future roles of technology in higher education. The nine papers are: (1) "The Human Technology Nexus" (Gary L. Kramer); (2) "Enhancing Academic Support Services Through Information Technology" (M. Wayne Childs); (3) "Computerized Degree Audit and Transfer Articulation Systems" (Michael E. McCauley and Jack Southard); (4) "the Use of Kiosk Systems Technology in Academic Support Services" (Judith Leslie Lyon and Michaelle S. Carpinelli); (5) EDI: Transferring Educational Records Across the Nation" (Jerald D. Bracken and Gene T. Sherron); (6) "Touch-Tone Telephone/Voice Response: A Technology To Enhance Academic Support Services" (Melanie Moore Bell); (7) "Imaging Technology in Student Services" (Helen L. Perkins); (8) "Developing an Integrated and Comprehensive Academic Planning System" (Roger E. Goodrich and Larry C. Christensen); and (9) "Perspective on Technology in Reengineering Academic Support Services" (Erlend D. Peterson). The eleven papers providing examples of technological innovations are: (1) "Project Mandarin From Vision to Reality" (George Cook); (2) "Technology's Impact on a Campus Culture" (Charles J. Haberle); (3) "Networks To Assist the Advising Professional—the ACADV Network" (William H. Johnson, Jr.; (4) "Using the World Wide Web to Deliver a Comprehensive Academic Advising and Information System" (Michael J Leonard and James J. Kelly); (5) "Academic Advising and the World Wide Web at Utah Valley State College" (Marilyn G. Mansfield, Brian Starks, Paul Gideon Taylor); (6) "An Educational Intranet via the World Wide Web" (Kelly McDonald); (7) "The University of Florida's Monitoring Academic Progress Policy" MAPP" (Lawrence J. Severy and Peter J. Slinger); (8) "Interactive Video Advising" (Remy R. Sotto); (9) "Computerized Calculations of Grade Point Averages" (David D. Tukey); (10) "Using the Internet in Advising: the World Wide Web, E-mail, and Listservs" (Faye Vowell); and (11) "Technology Innovations in Academic Advising: A Review" (Charles J. Haberle). (Contains approximately 75 references.) (DB)

ED 412 814 HE 030 604

Obong, Edet E.

Nonacademic Needs of International and Noninternational College and University Students. First Edition.

Report No.—ISBN-0-533-12247-3

Pub Date—1997-00-00

Note—190p.

Available from—Vantage Press, Inc., 516 West 34 Street, New York, NY 10001 ($17.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Acculturation, Attitude Measures, *College Environment, College Housing, College Students, Course Selection (Students), *Foreign Students, Higher Education, Questionnaires, School Orientation, Social Integration, *Student Adjustment, *Student Attitudes, Student Characteristics, Student College Relationship, Student Employment, Student Financial Aid, Student Needs, Student Participation, Student Personnel Services, Student Subcultures, *Student Surveys, Student Welfare

Identifiers—American College Testing Program, *Atlanta University GA, Student Opinion Questionnaire

This study of nonacademic services provided to international and noninternational college and university students had three purposes: (1) exploration of differences that might exist between the nonacademic social service needs of international (nonnative born) and noninternational (native born) students; (2) identification of a mean level of nonacademic needs; and (3) determination of the correlation between the nonacademic needs of students and the student services provided. The study, conducted at Atlanta University (Georgia), during the academic year 1983-84, investigated student services, living conditions, student finances, social relations, and acculturation for a sample population of 100 international and 100 noninternational students. The American College Testing Student Opinion Survey was used to collect data, which is summarized in 73 tables. Statistically significant differences of opinions were noted in following areas: satisfaction with involvement in campus activities; involvement in religious activities; availability of instructors; opportunities for student employment; accuracy of pre-enrollment information; and flexibility to design a unique course of study. Both groups were satisfied with honors programs and dissatisfied with availability of courses desired. Appended are copies of correspondence, the survey instrument, and additional statistical data. (Contains approximately 100 references.) (CH)

ED 412 815 HE 030 605

Van Dusen, Gerald C.

The Virtual Campus: Technology and Reform in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-95-5

Pub Date—1997-00-00

Contract—RR93002008

Note—4p.; For the full document on which this digest is based, see HE 030 606.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($1).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Computer Managed Instruction, Cooperative Learning, Distance Education, *Educational Change, *Educational Development, Educational Principles, Educational Quality, Futures (of Society), Higher Education, Integrated Learning Systems, *Organizational Change, Science and Society, Systems Development, *Technological Advancement, Technology Transfer, Total Quality Management, *Use Studies, Values

Identifiers—ERIC Digests, *Virtual Classrooms

Today there is a pressing call for technology o provide expanded higher education opportunities to a wide spectrum of present and potential clientele. This digest summarizes a larger report of the same title which examines the implications of teaching on the "virtual" college campus. It briefly examines the following questions: (1) what are the implications of teaching on the virtual campus? (2) how will classroom learning be different? (3) what will be the new scholarly agenda for research? (4) can technology help to create a culture of quality? (5) how can the governance and finance considerations be managed? and (6) what conclusions and recommendations can be drawn. Seven conclusions are listed and seven recommendations are offered for beginning the process of widespread integration of information into teaching, learning, and research.

ED 412 816 HE 030 606

Van Dusen, Gerald C.

The Virtual Campus: Technology and Reform in Higher Education. ASHE-ERIC Higher Education Report, Volume 25, No. 5.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-77-X; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR93002008

Note—191p.; For a digest of this document, see HE 030 605.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844 ($24).

Pub Type— Books (010) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Change Strategies, Cooperative Learning, *Educational Change, *Educational Development, Educational Finance, Educational Principles, *Epistemology, Governance, *Higher Education, Information Technology, Integrated Learning Systems, Online Systems, *Organizational Change, Scholarship, Science and Society, Systems Development, Technological Advancement, *Technology Transfer, Telecommunications, Total Quality Management

Identifiers—*Virtual Classrooms

The "virtual campus" is a metaphor for the electronic teaching, learning, and research environment created by the convergence of several relatively new technologies including, but not restricted to, the Internet, World Wide Web, computer-mediated communication, video conferencing, multi-media, groupware, video-on-demand, desktop publishing, intelligent tutoring systems, and virtual reality. The focus of this monograph is of necessity limited to changes occurring in higher education institutions that are committed to reform via technology. A survey of the literature finds reform characterized by changes in teaching, learning, research and scholarly activity, organizational culture, and governance and finance. Section 2 takes up teaching on the virtual campus and how institutional variables influence adoption of information technologies according to their particular missions and goals. Section 3, on classroom learning, contrasts traditional and virtual classrooms and describes the interface capabilities of various technologies. Section 4 explores recent reconceptualizations of scholarship as well as new computer-based technologies that are beginning to influence both the methods and substance of research. Section 5 depicts efforts to reform both the bureaucratic and academic spheres of higher education institutions by applying principles of Total Quality Management. Section 6 delineates some of the important new responsibilities of governing boards, including monitoring regulatory legislation, establishing a telecommunications policy, and shepherding resources for technology. The final section draws conclusions from the literature and makes recommendations for institutional planning and research. Specifically the seven conclusions are: (1) a paradigm shift can occur only in institutions committed to comprehensive reform; (2) attempts to change the classroom focus from "the sage on the stage" to collaborative learning are likely to fail without a substantial commitment to professional development; (3) higher education will continue to be market driven, requiring redoubled efforts to define academic productivity; (4) new constituencies appear to be well served by a variety of available distance learning venues; (5) the TQM movement has made impressive inroads in higher education administration; however, very little penetration has occurred when it most matters—on the academic side of the institution; (6) even as instructional use of technology rises, institutional support for applications development has been dilatory; and (7) the historic commitment to core values in traditional undergraduate education has wavered; the same vacillation threatens to undermine general education requirements in electronically delivered certificate and degree programs. Seven recommendations for beginning this process of integration include: (1) create a venue where key stakeholders can analyze major technology issues and purchases; (2) assert the value of technology-based learning from a variety of research perspectives; (3) establish quality standards for certificate and degree programs; (4) avoid pitting traditionalists against technology enthusiasts; (5) make "collaboration" and "cooperation," not "reengineering" and "restructuring" the new institutional buzz-words; (6) retain a strong commitment to adequate library staffing and funding; and (7) prepare for success by creating the necessary support structures. A glossary of terms is appended. (Contains 228 references.) (AA)

ED 412 817 HE 030 607

Barbett, Samuel Korb, Roslun A.

Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1987 through 1995. E.D. Tabs.

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-441; ISBN-0-16-049209-2

Pub Date—1997-09-00

Note—63p.; For 1986-1994 report, see ED 399 899.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Categorical Aid, *Educational Finance, *Expenditures, Financial Support, *Higher Education, *Income, Inflation (Economics), Instructional Student Costs, Noninstructional Student Costs, Operating Expenses, Private Colleges, Public Colleges, Resource Allocation, Salaries, Scholarships, School Funds, State Aid, State Colleges, *Statistical Surveys, Trend Analysis, Two Year Colleges

Identifiers—*Integrated Postsecondary Education Data System

This report presents revenue and expenditure data for accredited college-level institutions of higher education in the 50 states and the District of Columbia for fiscal years 1987-1995. Data is based on the Integrated Postsecondary Education Data System (IPEDS) Finance survey. Revenue data for both private and public institutions include source of revenue, such as tuition and fees, and state appropriations. Expenditure data cover instruction, research, and public service; there are separate schedules for salary and scholarship/grant data. Highlights of the report include the following: (1) in fiscal year 1995 the largest source of revenue for state institutions was state appropriations; tuition and fees were the second largest; (2) increases in both revenues and expenditures have outpaced inflation for both public and private institutions; (3) public institutions allocate approximately one-third of expenditures for instruction and 10 percent for research, while private institutions allocate about 27 percent of expenditures to instruction and less than 8 percent to research; (4) both public and private two-year institutions receive a higher percentage of revenue from tuition and fees than four-year institutions; and (5) distribution of expenditures for public four-year institutions does not appear to be a function of state location. Appended to the report are a glossary and a section on survey methodology. (CH)

ED 412 818 HE 030 608

Taylor, Barbara E. Massy, William F.

Strategic Indicators for Higher Education, 1996. Vital Benchmarks and Information To Help You Evaluate and Improve Your Institution's Performance.

Peterson's Guides, Inc., Princeton, NJ.; Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date—1996-00-00

Note—205p.

Available from—Peterson's Guides, Inc., 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123; phone: 609-243-9111; fax: 609-243-9150 ($49.95).

Pub Type— Books (010) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Capital, Colleges, Comparative Analysis, Educational Facilities, Educational Finance, Enrollment, Expenditure Per Student, Expenditures, Faculty, Faculty Workload, Fees, Higher Education, Information Management, Information Services, *Institutional Administration, *Management Systems, *Organizational Effectiveness, Private Colleges, Public Colleges, Regional Schools, State Universities, *Strategic Planning, Student Financial Aid, Students, Surveys, Technology, Trend Analysis, Tuition, Two Year Colleges, Universities

The strategic indicators defined in this book, which builds on two earlier studies published by the Association of Governing Boards of Universities and Colleges, are intended to enable institutions to compare their position in key strategic areas with their peer institutions. Data for more than 100 key indicators was collected from nearly 1,000 institutions and is arranged in six peer groupings: public two-year colleges, regional colleges and universities, and research universities, and private colleges with tuition and fees of less than $9,000, from $9,000 to $12,000, and more than $12,000. The indicators are grouped in four broad categories: (1) financial capital, which includes revenues, expenditures, assets, liabilities, and fund balances, and fund raising; (2) physical capital, which includes plant operation and maintenance and new investment; (3) information capital, which includes library and other information resources and technology access; and (4) human capital, which encompasses student enrollment, admissions, tuition, fees and financial aid, and faculty. A narrative, accompanied by tables and visuals, discusses each indicator, details its significance, explains how to interpret it, and sets out related policy questions. Appended are notes on the survey and a copy of the survey instrument, a glossary, and indicator calculations. (CH)

ED 412 819 HE 030 609

Facilities Inventory and Utilization Study, Fall of 1996, for the State of North Carolina. Higher Education Comprehensive Planning Program. Thirtieth Edition.

North Carolina Univ., Chapel Hill. Commission on Higher Education Facilities.

Pub Date—1997-09-00

Note—207p.; For previous edition, see ED 399 923.

Available from—State Commission on Higher Education Facilities, The University of North Carolina—General Admission, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688; phone: 919-962-1000.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accessibility (for Disabled), *College Buildings, Community Colleges, *Educational Facilities, *Facility Inventory, Facility Planning, Higher Education, Physical Mobility, Private Colleges, Public Colleges, Space Classification, *Space Utilization, State Colleges, State Surveys, State Universities, Two Year Colleges, Use Studies

Identifiers—*North Carolina, University of North Carolina

This study presents the results of the 30th annual inventory and utilization study of space at North Carolina institutions of higher education for the 1996 fall semester. Text and 26 tables present data for 113 institutions, including the 16 public senior institutions which comprise the University of North Carolina (UNC), 39 private nonprofit colleges and universities, and 58 public two-year institutions, as well as the UNC hospitals at Chapel Hill. All proprietary institutions, as well as two Bible colleges and a theological seminary, are omitted. The study is organized in four sections: (1) utilization of instructional space, which includes ratios, percentages and indices that relate the amount of instructional activity to various categories of campus space; (2) interior space characteristics, which describes campus space by the uses and programs to which it is assigned; (3) building characteristics, which cover elements such as building age, condition and replacement cost; and (4) accessibility of facilities to mobility impaired individuals, both for program accessibility and facilities use. An institutional index is appended.(Contains 10 references).(LEE)

ED 412 820 HE 030 610

Conley, Valerie M. Zimbler, Linda J.

Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities. 1993 National Study of Postsecondary Faculty (NSOPF-93). E.D. Tabs.

Synectics for Management Decisions, Inc., Arlington, VA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-973; ISBN-0-16-049230-0

Pub Date—1997-09-00

Note—145p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Attitude Measures, Business Education, Colleges, Comparative Analysis, Compensation (Remuneration), Demography, Educational Assessment, English Literature, *Faculty, Faculty College Relationship, Faculty Workload, Full Time Faculty, *Higher Education, History Instruction, *Humanities, Humanities Instruction, National Surveys, Philosophy, Productivity, Questionnaires, Statistical Analysis, *Teacher Attitudes, *Teacher Surveys

The report focuses on the demographic characteristics, employment characteristics, workload, productivity, compensation, and attitudes of full-time instructional faculty teaching humanities at 4-year institutions of higher education in the fall of 1992. Data tables cover the humanities generally and specific program areas of English and literature, foreign languages, history, and philosophy and religion. Comparisons are made between humanities faculty and faculty in business, law, and communications; natural sciences and engineering; and social sciences and education. Among the highlights noted are the following: (1) faculty holding the rank of full professor varies by discipline; (2) while about one-half of faculty in English and foreign languages were female, only 24 percent in history and 13 percent in philosophy and religion were; (3) a higher percentage of faculty in humanities reported teaching as a principal activity than those in natural or social sciences and education; and (4) humanities faculty were more likely to report dissatisfaction with their workload than faculty business and communications, natural or social sciences, and education. Appendixes include technical notes, standard error tables, and the faculty questionnaire used.(CH)

ED 412 821 HE 030 611

Maryland Student Financial Support.

Maryland State Higher Education Commission, Annapolis.

Pub Date—1997-09-00

Note—191p.

Available from—Maryland Higher Education Commission, 16 Francis St., Annapolis, MD 21401.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Educational Finance, *Financial Support, *Graduate Students, Grants, Higher Education, Paying for College, Private Colleges, Private Education, Race, State Surveys, State Universities, Statistical Data, Statistical Surveys, Student Financial Aid, *Student Loan Programs, Two Year College Students, *Undergraduate Students, Universities

Identifiers—*Maryland

This report presents the types of financial support (grants, loans, scholarships and student employment) received by students at Maryland colleges and universities during the 1995-96 academic year. Data tables are organized in the following sections: undergraduate students by segment, graduate students by segment, community colleges, public four-year colleges and universities, independent colleges and universities, and student financial support by race. Data is also provided for total grant dollars, number of recipients, average award, and percentage distribution by type of institution and by type of support. (LEE)

ED 412 822 HE 030 613

Rhodes, Frank H. T., Ed.

Successful Fund Raising for Higher Education. The Advancement of Learning. Series on Higher Education.

American Council on Education, Washington, DC.

Spons Agency—Council for Advancement and Support of Education, Washington, DC.

Report No.—ISBN-1-577356-072-3

Pub Date—1997-00-00

Note—188p.

Available from—Oryx Press, 4041 North Central at Indian School Road, Phoenix, AZ 85012-3397; phone: 800-279-4663, fax: 602-265-6250 ($34.95 plus $3.50 shipping and handling).

Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Black Colleges, Case Studies, Church Related Colleges, Community Colleges, Donors, Educational Finance, *Endowment Funds, Females, Foundation Programs, *Fund Raising, *Grants, *Higher Education, Hispanic Americans, *Institutional Advancement, *Partnerships in Education, Philanthropic Foundations, Private Colleges, Private Financial Support, Private Schools, Public Colleges, Research Universities, Single Sex Colleges, Small Colleges, State Universities, Strategic Planning

Identifiers—Bryn Mawr College PA, Cornell University NY, *Council for Advancement and Support of Education, Hampton University VA, Pomona College CA, Rowan College NJ, Saint Anselm College NH, University of California Los Angeles, University of Michigan, University of Texas Pan American

This book presents 11 case studies of effective partnership fundraising at various institutions of higher education. After a foreword by Peter McE. Buchanan and a preface and introduction by Frank H.T. Rhodes, chapters are: (1) Successful Fund Rising at a Large Private Research University: Cornell University (Frank H. T. Rhodes and Inge T. Reichenbach); (2) Successful Fund Raising at a Large Public Research University: the University of Michigan (James J. Duderstadt); (3) Successful Fund Raising at a Large Public University with a Foundation: The University of California, Los Angeles (Charles E. Young); (4) Successful Fund Raising at a Medium-Sized Public University with a Foundation: Rowan University (Philip A. Tumminia and Lori D. Marshall); (5) Successful Fund Raising at a Small Private Liberal Arts College: Pomona College (Peter W. Standley); (6) Successful Fund Raising at a Two-Year Community College with a Foundation: Northampton County Area Community College (Robert J. Kopecek and Susan K. Kubik); (7) Successful Fund Raising at a Women's College: Bryn Mawr College (Mary Patterson McPherson, Donna L. Wiley); (8) Successful Fund Raising at a University Serving Hispanics: The University of Texas-Pan American (Miguel A. Nevarez); (9) Successful Fund Raising at a Religious-Based College: Saint Anselm College (Rev. Jonathan DeFelice; John J. Reilly, Jr.; Paul A. Dowd); (10) Successful Fund Raising at a Historically Black University: Hampton University (William R. Harvey); and (11) Successful Fund Raising at an Independent School: Deerfield Academy (David G. Pond and Eric Widmer). (Contains 200 references.) (BF)

ED 412 823 HE 030 614

O'Donnell, Lorena M. Green-Merritt, Esther S.

Empowering Minorities To Impact the Established Culture in Eurocentric Institutions of Higher Learning.

Northern Kentucky Univ., Highland Heights.

Pub Date—1997-00-00

Note—22p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Black Literature, Blacks, *Cultural Pluralism, *Diversity (Faculty), Diversity (Student), Enrichment Activities, Ethnic Studies, Experiential Learning, Faculty Development, Higher Education, Library Material Selection, Majority Attitudes, Minority Group Influences, *Minority Groups, Multicultural Education, Organizational Change, Organizational Climate, Racial Segregation, Role Models, School Holding Power, *Student Empowerment, Student Leadership, *Student Recruitment, Teacher Attitudes, Teacher Education, Teacher Expectations of Students, Womens Studies, World Wide Web

Identifiers—Equal Employment Opportunity Commission, Eurocentrism, Melting Pot, *Northern Kentucky University

This document reviews recent data from six predominantly white universities in the tristate area of Kentucky, Ohio, and Indiana, which suggests that recruitment and retention of minority students are difficult because (1) there were few minority role models in leadership positions; (2) there were an insufficient number and variety of ethnic studies programs; (3) relevant and appropriate library and media resources were not available; (4) there were few concerted efforts to empower minorities; (5) there was inadequate preparation of faculty, staff, and students to live in a multicultural society; and (6) there were few opportunities to experience the enrichment resulting from a culturally pluralistic community. To remedy these conditions, the document recommends various actions: universities collaborative on ethnic studies programs leading to a major or minor in teacher education programs; analyze library holdings and increase line item in budget for multicultural audiovisual materials; create web pages to attract potential minority employees for leadership positions; provide leadership development training for minorities; insure adequate minority representation on all governing entities; and subsidize and provide supervision of crosscultural experience in residence hall settings. (Contains 32 references.) (BF)

ED 412 824 HE 030 615

Lavelle, Ellen Rickord, Bill

A Factor Analytic Model of College Student Development.

Pub Date—1997-00-00

Note—36p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, Correlation, Factor Analysis, General Education, Higher Education, Likert Scales, Outcomes of Education, Predictive Measurement, Questionnaires, Regression (Statistics), Research Reports, Social Attitudes, Statistical Analysis, Student Characteristics, *Student Development, Student Evaluation, Student Surveys, Test Validity, *Undergraduate Students

Identifiers—College Student Experiences (Questionnaire), Inventory of Learning Processes

This research study reports the results of an attempt to build a model of individual differences in undergraduate student development based on factor analysis of a wide range of students' beliefs and behaviors. An 127-item inventory named the Dakota Inventory of Student Orientations was administered to 738 male and female undergraduate students in general education courses at a major midwestern university. Responses were rated on a four-level Likert scale, and four factors that accounted for 45 percent of the variance were identified: achieving-social; creative-reflective; competitive, and foreclosed. Preliminary validation involved 117 students using a 52-item inventory. Regression analysis against seven scales of the College Student Experience Questionnaire and the Inventory of Learning Processes supported the initial findings. The Dakota Inventory of Student Orientations is presently being used to design supportive programs and as a teaching paradigm at the University of South Dakota. Seven tables present sample items, factor loadings, and correlations. (Contains 23 references.) (BF)

ED 412 825 HE 030 616

Harris, Jimmy Carl Clemmons, Sandra

Utilization of Standardized Critical Thinking Tests with Developmental Freshmen.

Pub Date—1996-10-00

Note—11p.; Paper presented at the National Conference on Research in Developmental Education (2nd, Charlotte, NC, October 23-26, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, College Freshmen, Compensatory Education, *Critical Thinking, *Developmental Studies Programs, Factor Analysis, Higher Education, Placement, Predictive Measurement, *Remedial Programs, *Screening Tests, Test Construction, Test Reliability, *Test Theory, Test Validity, Transitional Programs

Identifiers—*California Critical Thinking Skills Test (College), *Watson Glaser Critical Thinking Appraisal

This paper presents the results of a search for an appropriate test of critical thinking to screen college freshmen. The search for an appropriate test of critical thinking was initiated in the Fall 1995 semester at an open-admissions comprehensive university, which normally assigns entering freshmen with ACT composite scores of 17 or less to remediation programs for English, mathematics, and reading, in addition to a 3-semester hour critical thinking course. Two tests, the Watson-Glaser Critical Thinking Appraisal and the California Critical

Thinking Skills Test were administered to 27 and 32 students, respectively, enrolled in developmental education courses. The study sought to determine: (1) if either test could serve as a predictor or course performance; (2) what relationship existed between test content and course content; (3) how local scores on the tests compared to national norms; and (4) were the test versions equivalent. Results showed that differences in score means for the pre- and post-tests were statistically insignificant for both tests, suggesting that the remediation course had little impact on student performance, concluding that the tests, at best, have problematical usefulness as a predictor for placement purposes. Appended are four tables that define terms and summarize data. (BF)

ED 412 826 HE 030 617

Kirschner, Alan H.

Perspectives on the Current Status of and Emerging Policy Issues for Private, Historically Black Colleges. AGB White Paper No. 1.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—26p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($4.95 members, $9.95 nonmembers).

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Alumni, *Black Colleges, Church Related Colleges, College Faculty, *College Planning, Cooperative Programs, Cultural Differences, Cultural Pluralism, Educational Finance, Endowment Funds, Enrollment, Exchange Programs, Federal Aid, *Financial Support, Fund Raising, Governance, Higher Education, *Institutional Mission, *Partnerships in Education, *Private Colleges, School Administration, School Business Relationship, School Holding Power, Social Integration, Teacher Salaries, Trustees

Identifiers—Higher Education Act Title III, *United Negro College Fund

This paper puts in historical perspective and reviews current policy issues unique to private, historically black college. Their historical traditions and mission of service, the paper notes black private colleges currently enroll about 17 percent of blacks in higher education and award more than one-third of baccalaureate degrees earned by blacks. Reviewing financial trends and issues, the paper notes that most private black colleges tend to be poor; tuition traditionally have been low and the schools rely heavily on support from church denominations and from the United Negro College Fund. The balance between fundraising, grants, endowments, and tuition increases is seen as an on-going problem, as are issues of diversity and mixing of cultures on governing boards—both between races and between corporate and church representatives; and the need for more trustee involvement and board training. A recurring theme in the discussion of these issues is the advantage to be gained from cooperative programs with the business community and with large research universities. Other issues covered are faculty salaries, degrees earned, and professional development; faculty-student interaction; student enrollment trends, characteristics, and admissions policies; and public policy issues, particularly in regard to funding. (BF)

ED 412 827 HE 030 618

Hauptman, Arthur M.

Direct Loans. An Assessment of the Clinton Administration's Proposals and Some Suggestions for Improvement. AGB Public Policy Series, No. 93-1.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1993-00-00

Note—24p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($4.95 members, 10 or more $3.95 each; $9.95 nonmembers, 10 or more $7.95 each).

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Educational Finance, *Federal Aid, Federal Programs, Federal Regulation, Government Role, Higher Education, Income Contingent Loans, Loan Repayment, Parent Financial Contribution, Paying for College, Pilot Projects, *Politics of Education, Private Financial Support, *Public Policy, Student Financial Aid, *Student Loan Programs, Tax Rates

Identifiers—Federal Direct Student Loan Program, Higher Education Act Amendments 1992

In 1992 the Clinton Administration proposed phasing out the federally guaranteed student loan program and replacing it with a direct lending program run entirely by the federal government, claiming that this approach would save taxpayer money and simplify a complex program. Opponents of the Administration plan argued instead for changes in federal laws so that budget targets set in 1994 would be met. Another approach, however, is suggested in this paper: setting up a competitive federal student loan system that would allow lenders to compete with the federal government in making new loans to students, and allow the federal government to compete with the private sector in buying up privately financed loans through secondary markets. At the end of a phase-in period, the final decision would be based on the experiences of both the federal government and direct lenders. Three additional ways to strengthen the Administration's proposal were also suggested: (1) using savings from reduced profits to cut the interest rate to borrowers and eliminate the insurance premium; (2) consolidating the number of federal student loan programs; and (3) restructuring guaranty agencies by making them agents of the federal government. An appendix examines whether direct government lending will save the federal government money. (DM)

ED 412 828 HE 030 619

Kramer, Bill

Title IX in Intercollegiate Athletics: Litigation Risks Facing Colleges and Universities. AGB Public Policy [Paper] Series, No. 93-2.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1993-00-00

Note—9p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($4.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights Legislation, *College Athletics, Colleges, *Compliance (Legal), *Court Litigation, Enrollment, *Equal Facilities, Federal Aid, Federal Regulation, Higher Education, Legal Responsibility, Sanctions, *Sex Discrimination, Student Recruitment, Student Rights, Universities

Identifiers—*Gender Issues, *Title IX Education Amendments 1972

Recently Title IX lawsuits have highlighted the vulnerability of colleges and universities to claims of gender discrimination in intercollegiate athletics. Female athletes have sued schools for eliminating varsity sports and for failing to create varsity teams. In addition, discrimination claims related to other gender-based issues have been filed. Title IX lawsuits can have serious consequences for institutions, including monetary damages, attorneys' fees, court-mandated funding of programs, court control of athletics programs, and additional litigation. Compliance with the law may be established by satisfying one of three tests: "Safe Harbor," wherein the institution can show that participation opportunities for male and female students are substantially proportionate to student enrollments; a history and continuing practice of programs responsive to members of the "underrepresented" sex; or that the interests and abilities of the "underrepresented" sex are "fully and effectively accommodated" by existing programs. To reduce litigation risk, the report suggests several steps, including: (1) making a careful Title IX assessment before eliminating any women's intercollegiate teams; (2) giving adequate notice of any changes and taking steps to mitigate the impact of the change; (3) making sure that institutional personnel are well acquainted with Title IX standards; and (4) reviewing existing procedures for evaluating and acting on new program requests. (CH)

ED 412 829 HE 030 620

McDonald, Jean Graves

Changing State Policies To Strengthen Public University and College Trustee Selection and Education. AGB Public Policy Paper Series, No. 95-2.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1995-00-00

Note—21p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($4.95 members, 10 or more, $3.95 each; $9.95 nonmembers, 10 or more, $7.95 each).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board Candidates, College Administration, Collegiality, Evaluation Criteria, *Governance, Governing Boards, Government School Relationship, Higher Education, Institutional Administration, Legal Responsibility, *Orientation, Policy Formation, Political Influences, *Politics of Education, Professional Development, *Public Colleges, Public Education, Recruitment, *Search Committees (Personnel), State Boards of Education, State Universities, *Trustees

Identifiers—Kentucky, Massachusetts, Minnesota, Oklahoma

The paper presents an overview and analysis of the selection process of public college and university trustees and regents, examining the experiences of three states—Minnesota, Massachusetts, and Kentucky which use screening committees to assist governors in the selection of regents. The discussion also covers two statewide trustee orientation and in-service programs in Oklahoma and Kentucky. The report, based on interviews and analysis of legal documents and policy papers, finds that: (1) formally established screening committees can make a positive difference in the quality and integrity of regent and trustee appointments; (2) politics can be lessened but cannot and should not be removed from the process by the screening mechanisms; (3) required time commitments and open-meetings laws can hamper the work of screening committees; (4) statewide in-service and orientation sessions make a difference in how board members perceive their roles and responsibilities, maintain collegiality, and assist members in becoming more effective advocates for higher education; and (5) a crisis in the board appointment process can lead to significant changes in the process. (Contains 26 references.) (DM)

ED 412 830 HE 030 621

Ten Public Policy Issues for Higher Education in 1997 and 1998. AGB Public Policy Paper Series, No. 97-1.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—28p.; For the 1996 report, see ED 394 394.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($4.95 members, 10 or more, $3.95 each; $9.95

nonmembers, 10 or more, $7.95 each).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Affirmative Action, Copyrights, Economic Development, Educational Environment, Educational Finance, *Educational Policy, Educational Quality, Faculty Development, Federal Aid, Federal Legislation, Federal Regulation, Governance, Health Care Costs, *Higher Education, Job Training, Paying for College, Privatization, *Public Policy, Research and Development, State Legislation, State Regulation, *Student Financial Aid, Teacher Education, Technology

Identifiers—Reauthorization Legislation

This paper is the fourth in a series of yearly efforts to identify the top 10 public-policy issues facing higher education. Each of the issues is discussed in terms of likely developments in 1997-98, the issue's various aspects, and sources of further information. Issues identified are: (1) the Higher Education Act Reauthorization (issues relating to the federal role in making college more affordable and accessible); (2) federal budget constraints (the commitment to balance the budget jeopardizes all programs including student aid and campus-based research); (3) various federal tax proposals affecting higher education; (4) innovative state financing (demographic trends and slower growth of state funding); (6) health-care system changes (reforms to the Medicare program will affect most colleges and universities); (7) fair use under copyright law (institutional fair-use policies face rigid guidelines that impinge on important educational needs); (8) job training (Congress is expected to look at every piece of legislation that affects job training and employment); (9) the quality of teaching and learning (concerns about teaching and learning will lead to review and modification of conditions of employment and training for teachers); and (10) the virtual university (many issues relating to the governance and financing of technology-based virtual universities must be resolved). (DM)

ED 412 831 HE 030 622

Ingram, Richard T.

Transforming Public Trusteeship. AGB Public Policy Paper Series, No. 97-2.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1997-00-00

Note—16p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 202-296-8400; fax: 202-223-7053 ($4.95 members, 10 or more, $3.95 each; $9.95 non-members, 10 or more, $7.95 each).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, Budgeting, Case Studies, Educational Change, Fund Raising, *Governance, Governing Boards, Government School Relationship, Higher Education, Institutional Administration, Legal Responsibility, Legislators, Personnel Policy, Policy Formation, *Politics of Education, Private Financial Support, Public Education, Recruitment, *Search Committees (Personnel), State Colleges, State Departments of Education, State Officials, State Universities, *Trustees

Identifiers—Cornell University NY, Pennsylvania State University, Saint Marys College of Maryland, University of Alabama, University of Virginia

The paper addresses the need for reform in the trusteeship of public higher education that will address coming economic, political, and social challenges. It suggests the need for clearer definition of the roles and responsibilities of lawmakers, trustees, and public higher education leaders, and key reforms that include: (1) the recruitment, nomination, and appointment of board members from a variety of sources and settings; (2) boards that are large enough to carry the work load and have effective committee structures; (3) board members who can lead by example in fund raising; (4) boards that are diverse and reflect ethnic, racial, and gender differences; (5) board members selected as at-large representatives of the state rather than from specific localities; (6) board members with the authority to oversee the internal affairs of the institution without political interference; and (7) state lawmakers who encourage experimentation with different governance models by striking mutual understandings between state government and certain public colleges and universities. Brief case examples are provided for several institutions: Pennsylvania State University, Cornell University (New York), St. Mary's College of Maryland, the University of Alabama, and the University of Virginia. Also included is a checklist for effective trusteeship. (DM)

ED 412 832 HE 030 623

Callan, Patrick M.

Perspectives on the Current Status of and Emerging Policy Issues for State Coordinating Boards. AGB Occasional Paper No. 2.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—40p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($4.95 members, 10 or more $3.95 each; $9.95 non-members, 10 or more $7.95 each).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, Educational Improvement, Enrollment, Federal Aid, *Governance, *Governing Boards, Higher Education, Institutional Administration, Master Plans, Minority Groups, Policy Formation, *Politics of Education, Public Education, *Public Policy, State Aid, State Boards of Education, State Colleges, *Statewide Planning, Teacher Education

This report examines the historical role of statewide coordinating boards, most of which were established after World War II to help states deal with conflicting institutional political interests and values. While authority over institutional management remains vested in governing boards, statewide coordinating boards serve as alternative models of governance, whose lay members are responsible for articulating the broad public interest in higher education. Board functions and roles have varied over time, but may include such issues as master planning, budget review, program review and allocation, and policy analysis. An initial mission was to promote orderly growth during the rapid expansion in enrollment in the postwar era. In the 1980s, as state governors led educational reform, boards became involved in public policy and later worked to improve educational quality and access. During the 1990s the emphasis shifted toward fiscal matters and boards launched initiatives to counter the public belief that higher education was not responding to societal issues such as teacher preparation, strengthening undergraduate education, and increasing enrollment and graduation rates of minorities. Appended are tables outlining the range of coordinating board responsibilities by state, and patterns of campus governance. (CH)

ED 412 833 HE 030 624

McGuinness, Aims C., Jr.

Perspectives on the Current Status of and Emerging Policy Issues for Public Multicampus Higher Education Systems. AGB Occasional Paper No. 3.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—34p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($4.95 members, 10 or more $3.95 each; $9.95 non-members, 10 or more $7.95 each).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Deans, Administrators, Board Administrator Relationship, Centralization, Community Colleges, Decentralization, *Educational Policy, *Governing Boards, Governmental Structure, Higher Education, Leadership, Leadership Training, *Multicampus Colleges, *Policy Formation, *Political Influences, *Politics of Education, Public Colleges, Regional Characteristics

This paper provides an overview of the multicampus higher education systems which now dominate governance of public colleges and universities in the United States. After briefly summarizing the three types of governance systems (academically integrated multisite institutions; multicampus universities; and multicampus or consolidated systems) and presenting an historical review of the structural changes from the early 1950s through the 1980s, the paper discusses the following issues that are likely to affect multicampus systems in the 1990s: (1) new demands are being made on system leadership, with boards now expected to articulate a system agenda that communicates to external as well as internal constituencies; (2) accountability is being redefined, from accountability for resource use to accountability for performance and productivity; (3) there are renewed concerns both about centralization and lack of differentiation; (4) there are continuing uncertainties on broader political and economic fronts, caused by factors such as high turnover in state political leadership, intensified regional conflicts, and competition for funding among educational sectors; and (5) there are challenges to system leadership; boards and chief executives face growing expectations and demands that make it difficult to attract and retain outstanding individuals. A further definition of the categories of academically-integrated multicampus institutions is appended. (CH)

ED 412 834 HE 030 625

Mortimer, Kenneth P.

Perspectives on the Current Status of and Emerging Policy Issues for Single-Campus Public Institutions. AGB Occasional Paper No. 5.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—25p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($4.95 members, 10 or more $3.95 each; $9.95 non-members, 10 or more $7.95 each).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, *College Outcomes Assessment, Educational Finance, Enrollment Influences, Facility Improvement, Faculty, Federal Regulation, *Governing Boards, *Higher Education, Lower Class Students, Middle Class Students, Minority Groups, Private Financial Support, *Public Colleges, *Public Policy, State Regulation

This paper addresses issues of concern to trustees of public, single-campus four-year institutions of higher education. Seven critical issues are listed: (1) enrollment trends are changing—although overall enrollment is increasing, the rate of growth is declining and there has been a shift from four-year and graduate institutions to two-year institutions; (2) college and university costs have outpaced revenues and there has been a reduction in constant dollars in institutional revenues; (3) the financial aid structure has changed, with loans now accounting for more than half of total student financial aid; (4) there is increased regulation of higher education by government and institutions are generally expected to absorb the increased cost imposed by such legislation; (5) the physical plant of colleges and universities is deteriorating, with half rating rehabilitation needs as urgent; (6) public colleges and universities must increasingly look to private, external fund raising to meet mounting financial pressures; (7) technology is also increasing the cost of education; and (8) institutions are increasingly involved in international activities, driven both by economic and social forces. A second section of the paper sets out an agenda for a later seminar. (Contains 12 references.) (CH)

ED 412 835 HE 030 626

Klein, Christa R.

Perspectives on the Current Status of and Emerging Policy Issues for Theological Schools and Seminaries. AGB Occasional Paper No. 7.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—43p.

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Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Catholic Schools, *Church Related Colleges, Clergy, Educational Assessment, Educational Finance, Educational Policy, Educational Quality, Faculty, Financial Support, Fund Raising, *Governing Boards, Higher Education, Lay Teachers, Policy Formation, Private Colleges, Private Education, Protestants, Recruitment, *Religion Studies, Religious Education, School Administration, Small Colleges, Student Characteristics, *Theological Education, Trustees

Identifiers—Roman Catholic Church

This paper addresses issues unique to theological schools, which face challenges associated with changes in the composition of student bodies, faculties, and boards; increased pressures on administrators; and reduced funding. The discussion is organized around five major issues: (1) distinguishing features of theological schools, which historically have had two purposes—to educate religious leaders and to pursue theological research; (2) changes in student demographics and religious "enculturation" challenge schools' educational programs and raise questions about the relationship between seminaries and church bodies; (3) the faculty and the vocation of theological schools—small faculties, limited budgets, and fragmentation of the theological curriculum affect both faculty and students, and the discussion centers on such questions as how theological schools can maintain both enrollments and standards of admission, how much responsibility they have for providing remedial courses, and what is the school's role in religious formation; (4) how decreases in denominational contributions and a lack of consensus on theological accountability impact on governance and management of theological schools; and (5) finances and the costs of deferred maintenance of physical property, noting some of the differences between Protestant denominational institutions and Roman Catholic schools. (Contains 18 references.) (CH)

ED 412 836 HE 030 627

McInnes, William

Perspectives on the Current Status of and Emerging Policy Issues for Church-Related Colleges and Universities. AGB Occasional Paper No. 8.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—31p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036; phone: 800-356-6317 ($4.95 members, 10 or more $3.95 each; $9.95 non-members, 10 or more $7.95 each).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Church Related Colleges, Citizenship Education, Collegiality, Cultural Pluralism, Educational Quality, Facilities, Faculty, Financial Support, *Governing Boards, Higher Education, *Institutional Survival, Mission Statements, Private Colleges, Private Education, Private School Aid, Religious Education, Religious Organizations, *School Administration, Sex Fairness, Small Colleges, Social Environment, Student Characteristics, *Theological Education, Values Education

This paper explores the interaction between church-related institutions and the way in which they shape society and are shaped in turn by the environment in which they operate. Like all schools they face operational challenges such as improving educational quality, promoting greater cultural diversity, coping with aging individuals and institutions, living in a complex society, opening campuses to globalization, responding to demands for gender equality, operating efficiently in a changed economic environment, and locating financial resources. Church-related schools face the unique challenges of: (1) how to preserve and promote the religious identity of the school; (2) how to improve relations between the school and its sponsoring body; and (3) how to incorporate religious commitment into institutional life. For the first it is suggested that church-related schools must institutionalize the fundamental mission of their existence. A commitment to reconciliation and communication, and articulation of the rationale for religious higher education is seen as the answer to the second. To meet the third challenge, the paper suggests that the answer lies in becoming proactive, drawing on religious resources to deepen the foundations of civic responsibility, and exercising religious imagination to find alternatives to resolve social conflict. (CH)

ED 412 837 HE 030 628

Geiger, Roger L.

Perspectives on the Current Status of and Emerging Policy Issues for Private Research Universities. AGB Occasional Paper No. 9.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—50p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, Engineering, Federal Aid, Financial Support, Government School Relationship, Grants, Higher Education, Institutional Evaluation, *Institutional Mission, Performance Based Assessment, *Postdoctoral Education, *Private Colleges, Private Financial Support, Privatization, Research, *Research Universities, Sciences, *Scientific Research, Trend Analysis, Trustees

Identifiers—Sponsored Research

Current trends affecting private research universities include: privatization, more programmatic support of research, dispersion of university research, and a shift in the balance of activities from the center toward the periphery. Differences in finance and control of private universities are related to their disproportionate importance, given their relatively low share of the student population, in the percentage of advanced degrees awarded, their large share of research expenditures, and their high standings in rankings of excellence. These institutions are also involved in new entrepreneurial behaviors, especially more programmatic research—research intended to be useful to outside sponsors such as the Department of Defense or the National Science Foundation. A third trend has been toward greater dispersion of university research to a wider group of institutions resulting, however, in decreased research shares by those universities most recognized for academic quality. The shift to the periphery is noted in decreases in academic degrees in arts and sciences and increases in organized research units outside of academic departments. For the future, private universities will need to contend with an uncertain financial environment, changes in government support of research, and critics, both external and internal. (Contains 33 references.) (BF)

ED 412 838 HE 030 629

Mohrman, Kathryn Amadeo, Jo-Ann

Perspectives on the Current Status of and Emerging Policy Issues for Liberal Arts Colleges. AGB Occasional Paper No. 10.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—42p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Environment, College Faculty, College Planning, Cultural Pluralism, Diversity (Faculty), Educational Trends, Faculty Recruitment, Financial Support, Futures (of Society), Governance, Higher Education, *Institutional Mission, *Liberal Arts, Long Range Planning, *Small Colleges, Strategic Planning, Student Recruitment, Trend Analysis, *Trustees

This paper reviews the issues facing trustees of liberal arts colleges, including such external challenges as ideological criticism, college costs, national economic trends, and competition from other types of institutions. Trustees are urged to address such issues as external criticism of the institution, concerns of students and parents about value received for money paid, and recent critiques of higher education in general. Other trends seen to undermine the distinctive qualities of these colleges include the role of faculty scholarship, student demand for more professionally-oriented undergraduate programs, and cultural pluralism. Suggested areas for trustees to address include: (1) the college's priorities; (2) the roles of research and scholarship within the college; (3) criteria for promotion, tenure, and merit pay; (4) expected faculty departures in the next five years; (5) faculty recruitment strategy; (6) percent of the faculty that are female or persons of color; and (7) consideration of program changes in coordination with faculty turnover. Finally, trustees are encouraged to focus on the students of the future, the financial future of liberal arts colleges, and the role of trustees in governance. Supporting data are shown in 11 tables. (Contains 16 references.) (BF)

ED 412 839 HE 030 630

Butler, Lawrence M.

Information Systems for Boards of Theological Seminaries. AGB Occasional Paper No. 11.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Lilly Endowment, Inc., Indianapolis, IN.

Pub Date—1991-00-00

Note—40p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, *Church Related Colleges, College Planning, Decision Making, Formative Evaluation, Governance, *Governing Boards, Higher Education, Information Management, *Information Needs, Institutional Mission, *Legal Responsibility, *Management Information Systems, Mission Statements, Nonprofit Organizations, Planning, Religious Organizations, Self Evaluation (Groups), Strategic Planning, Summative Evaluation, Theological Education, *Trustees, Value Judgment

This paper summarizes the specialized requirements for management information of boards of trustees of theological seminaries. The well-designed information system is seen to take advantage of member skills, board structure, agenda setting, and both formal and informal information flows. Inadequacies of poorly-designed systems include: (1) administrative versus governance perspective; (2) lack of strategic relevance; (3) data overload; (4) inappropriate levels of detail; (5) individual trustee versus whole board education; (6) disregard for trustee time constraints; (7) reliance on the anecdotal and episodic; and (8) inadequate guidance for action. Board information systems aimed at correcting these inadequacies are addressed in terms of service mix, service quality, resource acquisition, resource management, and institutional mission. It is suggested that reports, both quantitative and narrative, will be useful to the board to the degree that they display sensitivity to values and mission, focus on strategic issues, selectivity in structure, use of norms and comparative data, and graphical displays. The timing of a board's consideration of its own process is also discussed. Appendices provide an outline of strategic decision making and a format for evaluation of board information systems. (BF)

ED 412 840 HE 030 631

Bailey, Wilford S.

Achieving Integrity in Intercollegiate Athletics. AGB Occasional Paper No. 12.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Knight Foundation, Charlotte, NC. Commission on Intercollegiate Athletics.

Pub Date—1991-00-00

Note—31p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Accrediting Agencies, Administrators, Athletes, Athletic Coaches, Change Agents, Change Strategies, *College Athletics, College Planning, College Presidents, Court Litigation, *Eligibility, Governing Boards, Higher Education, Institutional Mission, *Intercollegiate Cooperation, Mission Statements, *Moral Values, Noninstructional Responsibility, Responsibility, Self Evaluation (Groups), Social Values, Standards, Teacher Responsibility, Television, Trustees, Undergraduate Students, Value Judgment

Identifiers—Knight Report on Intercollegiate Athletics, *National Collegiate Athletic Association, *Reform Efforts

This paper reviews the history of abuse and reform in intercollegiate athletics and the role of governing board members in encouraging reform. It reviews a 1929 report from the Carnegie Foundation for the Advancement of Teaching and the 1991 report of the Knight Foundation Commission, which both note the systemic nature of abuses in college sports, and emphasize the need for higher education to take major corrective action. The paper also discusses the changes instituted by the National Collegiate Athletic Association (NCAA) in the 1980s including more meaningful academic requirements for freshmen, the establishment of the NCAA Presidents Commission, and a revision of NCAA requirements on violations, together with a call by the Executive Director for the development of a new model that would demonstrate the effective control of college sports. Court cases arising out of state law, fans' and alumni charges of bias in NCAA enforcement, and congressional interventions are seen as impediments to solutions, as is faculty reluctance to participate in governance. Trustees are urged to focus on the inculcation of ethical values in all students, and athletes in particular, as the first step in changing societal attitudes about the proper role of intercollegiate athletics in higher education. (BF)

ED 412 841 HE 030 632

Callan, Patrick M. Honetschlager, Dean A.,

Policies for Improving Trustee Selection in the Public Sector. AGB Occasional Paper No. 13.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1991-00-00

Note—18p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Freedom, Accountability, Administrator Selection, Criteria, Educational Administration, Educational Planning, Educational Policy, Higher Education, Organizational Climate, Politics of Education, *Public Colleges, Public Sector, Resource Allocation, *Trustees

This paper reviews the history of how trustees are selected to boards of public institutions of higher education and offers specific recommendations to improve the selection process. The paper notes a trend toward an overall decline in the effectiveness of boards and reports that the major factor identified in several recent analyses is the quality of board appointments with appointing authorities failing to select the most qualified and committed citizens. Constraints faced by governors, legislators, or other authorities are considered, as are recent efforts in a number of states to make improvements in appointment processes. Recommendations are grouped into those for states (such as ensuring a method of needs assessment, a screening mechanism, an explicit set of criteria for candidates); those for governors (such as establishing a nonpartisan screening process, seeking a diverse group of appointees, and establishing orientation programs for new trustees); and those for state legislatures (including development of statements of criteria, provision of adequate staff and funds to investigate candidate credentials, and review of performance and qualifications of trustees nominated for reappointment). The importance of establishing procedures prior to consideration of individuals is stressed. (BF)

ED 412 842 HE 030 633

Wallace, Thomas P. Greer, Darryl G. Mingle, James R. Novak, Richard J.

Tuition and Finance Issues for Public Institutions. AGB Occasional Paper No. 15.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1992-00-00

Note—19p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, *Educational Finance, *Finance Reform, Financial Problems, Higher Education, Paying for College, *Public Colleges, Public Policy, Retrenchment, State Colleges, State Universities, Student Costs, Tax Allocation, Taxes, *Tuition

Identifiers—*Tuition Policy

This paper contains three articles which present the opinions of the authors on public college tuition and state finance. The problem addressed is the large increase in tuition charged by public sector, four-year colleges coupled with the effects of fiscal constraints facing the states. After an introduction by Richard J. Novak, the papers are: (1) "The Inequities of Low Tuition" (Thomas P. Wallace; (2) "Not An Aid to Education" (Darryl G. Greer); and (3) "Low Tuition, Progressive Taxation" (James R. Mingle). The three authors agree with the causes of the large tuition increase, but differ on what share of the cost the individual should pay and on what share society should pay. Wallace urges state governments to allow public institutions to increase tuition for upper income students able to pay. Greer supports low tuition and is strongly opposed to the high-tuition/high-aid approach citing political, educational, and economic reasons. Mingle concedes that some larger institutions (or specific academic programs within institutions) should be free to choose a path that leads to higher tuition and less state control, but warns of problems of using tuition policy to achieve income redistribution. (LEE)

ED 412 843 HE 030 634

Devlin, Maureen E.

Issues of Athletics Certification for NCAA Division I Members. AGB Occasional Paper No. 16.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1993-00-00

Note—17p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Accreditation (Institutions), Admission Criteria, Athletics, *Certification, *College Athletics, Compliance (Legal), Educational Finance, Governance, Higher Education, Intercollegiate Cooperation, *Peer Evaluation, Policy Formation, *Self Evaluation (Groups), Standards

Identifiers—Graduation Rates, Knight Report on Intercollegiate Athletics, *National Collegiate Athletic Association

This paper addresses the concept of certification for intercollegiate athletic departments with emphasis on the campus self-study component. It notes the goal of certification is to make the athlete as indistinguishable as possible from the rest of the student body. The Knight Commission has endorsed the certification concept if student athletes are compared, by sport, with the rest of the student body in terms of admission requirements and procedures, academic progress, and graduation rates. The National Collegiate Athletic Association (NCAA) Division I institutions accepted a certification process which went into effect in 1993. The importance of campus wide self-study in the certification process is emphasized and reviewed. The major topics in the self-study are: (1) governance and commitment to rules compliance; (2) academic integrity; (3) financial integrity; and (4) commitment to equity. Completion of the self-study is followed by peer review and scheduling, and certification decisions; these two areas processes are described. A discussion of the certification process follows. The appendix presents the Knight Commission statement of principles for higher education institutions. (LEE)

ED 412 844 HE 030 635

Dunn, John A., Jr.

Long-Term Tuition Policy: What Happens When Tuition Rises Faster Than Ability To Pay? AGB Occasional Paper No. 17.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1993-00-00

Note—32p.; Prepared for the Davis Educational Foundation.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quanti-

ty discounts).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Budgets, College Freshmen, *Educational Finance, *Family Income, Fees, Financial Needs, Financial Support, Higher Education, National Surveys, *Paying for College, *Private Colleges, Public Colleges, Student Costs, *Student Financial Aid, Student Needs, Student Surveys, Trend Analysis, *Tuition
Identifiers—Integrated Postsecondary Education Data System

This study examined trends in tuition and fees at private institutions of higher education, compared the fees with those at public institutions, and evaluated effects on need-based student financial aid. Data were collected from 150 private colleges and universities, from the Integrated Postsecondary Education Data Series, from the Entering Freshmen Survey of the Higher Education Research Institute, and from the Financial Aid Survey of the Higher Education Data Sharing Consortium. Among findings were: (1) since the 1980s tuition and fee charges at private institutions have been increasing at a faster rate than the growth of family income; (2) although proportionate dependence of institutions on tuition revenues held constant from 1980-91, financial aid expenditures rose from 19.6 percent to 25.8 percent; (3) there was an increasing gap from 1980 to 1990 between the median family incomes of entering students at private and public institutions; and (4) the median family income of students receiving need-based aid rose well below the rate of increasing tuition charges. Results suggest that trustees should work to control the rate of escalation in student charges, differentiate their institution clearly in services and/or markets, and maintain a defensible pricing policy. (Contains 11 references.) (LEE)

ED 412 845 HE 030 636
Roy, Delwin A.
"New Partnering" for Higher Education and the Corporate Sector. AGB Occasional Paper No. 18.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1994-00-00
Note—15p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Corporate Support, Corporations, Donors, Economic Factors, Educational Finance, Educational Strategies, Futures (of Society), *Global Approach, *Higher Education, Long Range Planning, *Partnerships in Education, *Private Financial Support, *Private Sector, School Business Relationship, Trend Analysis

The partnership between institutions of higher education and the corporate sector has evolved since the end of World War II. Data from the Council for Aid to Education show that until 1990, corporate financial support for education was robust. The proportions of corporate contributions going to education were constant at about 25 percent with about 70 percent of that going to higher education. The early 1990s slowed private sector giving due to a declining economy, corporate downsizing, buyouts by foreign investors, and increasing demands on corporate contributions. Several conferences have addressed these trends, including: conferences on global citizenship and the North American Free Trade Agreement. Issues addressed by the conferences included higher education's need to reconsider its mission due to the dramatic worldwide economic changes occurring, and the need to provide better prepared workers who can help the private sector respond to world economy changes. The private sector also needs to adapt to rapid global change with a more diversified work force. A new partnership between the private sector and higher education must be developed which maintains a separateness of function, mission, and objectives. Currently the private sector is adapting to the new global economy faster than higher education institutions are. (LEE)

ED 412 846 HE 030 637
Taylor, Barbara E. Klein, Christa R.
Board Effectiveness in Theological Schools. AGB Occasional Paper No. 19.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Spons Agency—Lilly Endowment, Inc., Indianapolis, IN.
Pub Date—1994-00-00
Note—17p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Role, Board Administrator Relationship, Church Related Colleges, College Administration, *College Presidents, Governance, *Governing Boards, Higher Education, Institutional Advancement, Models, Religious Education, Strategic Planning, *Theological Education, *Trustees

The 1991 book "The Effective Board of Trustees" presents a model of governing board effectiveness, based on an empirical study of 22 private liberal arts and comprehensive colleges. Since the book was published, various nonprofit organizations, including seminaries and theological schools, have used this model in presentations, educational sessions, and board retreats. Trustees and presidents of most theological schools, however, have found that the model requires some adaptation to reflect the differences between their institutions and colleges—for instance, seminaries' relationships to church bodies, their institutional evolution, their culture, and their small size and scale. This paper briefly analyzes these differences and suggests considerations theological school leaders may want to address when using "The Effective Board of Trustees." The paper is organized according to the six competencies, or dimensions, that make up the board effectiveness model. A final section on the board and the president considers leadership issues. The paper does not restate the contents of the book, which includes detailed definitions of each of the six competencies, offers numerous suggestions for improving board performance, and explains the essential role presidents play in enhancing board performance. (AA)

ED 412 847 HE 030 638
Cowan, Ruth B.
A Prescription for Small, Private Colleges. AGB Occasional Paper No. 20.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1994-00-00
Note—28p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Colleges, *Church Related Colleges, College Administration, Governance, *Governing Boards, Higher Education, Improvement Programs, Institutional Research, Leadership, Leadership Responsibility, *Organizational Development, Private Colleges, Program Improvement, *Self Evaluation (Groups), Small Colleges, *Trustees

Trustees at three small, independent colleges were interviewed to determine how trustees could contribute to a college's revitalization. Based on these interviews, several ways in which trustees can help individually and collectively with a college's revitalization were identified. The three colleges were located in different states and regions and in both rural and urban areas. All were church-related and one was a historically Black institution. Seven key essential characteristics of supportive and effective trustees were identified. Successful trustee boards: (1) enjoyed the president's commitment to partnership; (2) had a chair who exercised leadership; (3) governed themselves responsibly by establishing structure and procedures and selecting members to meet the college's diverse needs and ensure their own ongoing development; (4) fulfilled their corporate responsibilities; (5) made high-level psychological and resource commitments including high levels of personal financial contribution and assistance with funds solicitation; (6) maintained multiple, constructive relationships; and (7) stayed informed. During periods of institutional decay, these characteristics were found to be absent but during periods of renewal, they were present. (JLS)

ED 412 848 HE 030 639
Shirley, Robert C.
Strategic and Operational Reform in Public Higher Education: A Mandate for Change. AGB Occasional Paper No. 21.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Spons Agency—Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
Pub Date—1994-00-00
Note—17p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Change Strategies, Competition, Decision Making, Educational Change, Educational Planning, Governance, Governing Boards, Higher Education, Institutional Characteristics, Institutional Mission, Long Range Planning, Needs Assessment, *Organizational Objectives, *Public Colleges, *Strategic Planning, Trustees

This paper proposes approaches for both strategic and operational reform and restructuring of higher education. An approach to strategic decision making requires a detailed examination of mission, clientele, programs, competitiveness, and strategic objectives. There are operational efficiencies that institutions can obtain with the proper discipline and commitment. The reform process has a role for trustees. Strategic decision making begins with answering five essential questions concerning: (1) the fundamental mission of the institution; (2) the clientele and their primary needs; (3) programs needed to meet these needs and prioritization; (4) identification of distinguishing characteristics of the institution which offer a competitive edge over other institutions; and (5) identification of the institution's strategic objectives. Decisions regarding future plans in these five areas depend on consideration of external influences, internal capabilities, and culture of the institution. Identifying and setting priorities occur at the university-wide and program-specific levels. Operational reform is concerned with how institutional changes are made such as the most appropriate approach to downsizing in a particular environment. (JLS)

ED 412 849 HE 030 640
Schwartz, Merrill P.
Results of a National Survey of Theological School Board Characteristics, Policies, and Practices. AGB Occasional Paper No. 23.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Spons Agency—Lilly Endowment, Inc., Indianapolis, IN.
Pub Date—1994-00-00
Note—33p.
Available from—Association of Governing

Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Board Administrator Relationship, *Church Related Colleges, Governance, *Governing Boards, Higher Education, Institutional Environment, Institutional Mission, National Surveys, Policy Formation, Religious Factors, School Administration, Tables (Data), *Theological Education, *Trustees

Identifiers—Association of Theological Schools

This survey of theological schools collected information on institutional type, board membership, board organization, governing board-president relationships, pressing issues, board development activities, and relationships with other theological schools. The survey population included 161 member institutions of the Association of Theological Schools with a response of 107 usable surveys. Tables include data on: participants by religious denomination, size of board membership, methods of board selection, percent of voting trustees by method of selection, gender of voting board members, race/ethnicity of board membership, anticipated changes in race/ethnic composition, and terms for trustees and board chairs. Regarding board organization, tables include data on: frequency and attendance at board meetings, board staff support, open or closed board meetings, meeting frequency and availability of minutes of executive committee meetings, percent of boards with standing committees and their meeting frequency, and total number of board committees. Data related to board/president relationships include the president's role and term, written contract for president, and the presidential assessment process. Topics under board development include board conduct, board orientation, board assessment, frequency of board utilization, board education and frequency, and measures of board performance. Top board priorities and expectations regarding future enrollment trends are provided. A copy of the survey is appended. (JLS)

ED 412 850 **HE 030 641**

Curzan, Myron P. Katz, Louis H.

Integrating Endowment and Budget Planning. AGB Occasional Paper No. 24.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1994-00-00

Note—19p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, *College Administration, Educational Finance, *Endowment Funds, *Financial Policy, Governance, *Governing Boards, Higher Education, Investment, Long Range Planning, Money Management, Policy Formation, Program Administration, Strategic Planning, Trend Analysis, *Trustees

This monograph presents recommendations for college and university trustees regarding endowment spending policies. The recommendations include how to set investment goals, assess the reasonableness of investments, and judge when to use endowment funds for high priority needs. A systematic method for determining how much to spend annually from gifts and endowments is offered even though, traditionally, institutions have been reluctant to spend funds from gifts and endowments even though endowments have grown while tuition and other charges have risen. It is proposed that institutions create realistic scenarios for five year periods of both current and future fiscal conditions and that these scenarios include assessment of the physical needs of the campus as well as of revenue potentials. The paper urges analysis of expenses against the growth rate of the administration, scholarship funds, faculty size and course load, operating budgets, rate of salary increases, and adequacy of reserves. Charts show changes in endowment market value from fiscal year 1983 to fiscal year 1982; a sample analysis of an endowment surplus assuming that all gifts and transfers are added to the surplus, that gifts fund new programs, and that transfers are added to surplus. (JLS)

ED 412 851 **HE 030 642**

Schick, Edgar B.

The "Local Board" in Multicampus Systems and Universities. AGB Occasional Paper No. 25.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—31p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Advisory Committees, *Board Administrator Relationship, Colleges, Governance, *Governing Boards, Higher Education, *Legal Responsibility, *Multicampus Colleges, Politics of Education, State Boards of Education, State Legislation, *Trustees, Universities

This study identified seven categories of influence of local college governing boards, based on how they were established and their members appointed. Information was drawn from questionnaires sent to staffs of statewide coordinating bodies and multicampus governing boards; from statutes, local board policies, bylaws, and handbooks; and from interviews of board members and administrators. The study identified 41 local governing boards of public multicampus universities in 28 states. The seven categories, ordered by level of influence are: (1) local boards receiving broad authority delegated by legislation, the governing board, or both; (2) local boards created by governmental and/or university authority; (3) local boards with some members also serving on the overall governing board; (4) local boards given only limited authority by legislation; (5) local boards with limited authority, created as statutory successors to boards of previously independent institutions; (6) local boards with limited responsibility and with members appointed by the overall governing board or head of campus; and (7) local boards that are primarily advisory boards to the campus head. Recommendations include specific statements of duties and policies, defined areas of local responsibility, linkages between governing and local boards, administrative and staff support for local boards, and liability insurance for members of local boards. (JLS)

ED 412 852 **HE 030 643**

Chait, Richard P.

The New Activism of Corporate Boards and the Implications for Campus Governance. AGB Occasional Paper No. 26.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—27p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Activism, Administrator Role, College Administration, College Presidents, *Corporations, Educational Policy, Governance, *Governing Boards, Higher Education, Management Systems, Models, Policy Formation, School Business Relationship, School Community Relationship, *Trustees

Identifiers—*Trustee Role

This paper maintains that the most influential management models for higher education derive from the corporate sector and that this crossover effect promises increasing board of trustee activism in the academic world. Corporate boards have come under increasing public pressure to be more responsive and responsible for active management. In turn, academic boards of trustees are reexamining their roles and effectiveness in the face of increased public scrutiny, constituent pressures, and media coverage. Boards are broadening channels of communication by meeting directly with constituents, probing strategic issues formerly not considered in their domain, and seeking to thoroughly inform themselves of their presidents' roles and performance. Changes include faculty representation on boards, more open meetings with members of the university community, and adoption of consent agendas that allow more time for consideration of strategic issues as less time is spent on routine matters. The relationship between boards and presidents will be reconfigured and systematic performance reviews may lead boards of trustees to relate pay to performance and more tightly control presidential perquisites and compensation. Among other changes, these will lead to academic boards functioning as senior corporate partners with their presidents, and boards that are informed, involved, and accountable. (Contains 38 references.) (JLS)

ED 412 853 **HE 030 644**

Guskin, Alan E.

Reducing Student Costs and Enhancing Student Learning. The Challenge of the 1990s. AGB Occasional Paper No. 27.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—1996-00-00

Note—35p.; This paper was originally published in "Change"; v26 n5 p16-25 Jul-Aug 1994 (Part 1) and "Change"; v26 n4 p22-29 Sep-Oct 1994 (Part 2).

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, *College Administration, *College Faculty, College Planning, College Presidents, Educational Technology, Faculty College Relationship, Financial Support, Fund Raising, Governance, *Governing Boards, Higher Education, Institutional Mission, *Money Management, Productivity, Student Costs, Technological Advancement, Trustees, *Tuition

Identifiers—Antioch University, *Cost Containment

This paper reviews the need for governing boards of colleges and universities to respond to rising educational costs, pressures to improve student learning, and rapid technological advances. The first part of the paper describes the current forces for change and the need to reorganize administrative work. The example of Antioch University's ongoing success in building a more cost-effective, efficient administration with development of a new central administration and contracting-out of computer services is described. Antioch University is composed of five small campuses with enrollments of 600-1,000 full-time-equivalent students in four locations: Ohio (two campuses), New Hampshire, Washington, and California. The projected savings are reported to be a 60 percent reduction in administration staff and 40-45 percent reduction in costs. The second part of the paper discusses the need to rethink how faculty can contribute best to student learning while reducing costs. Key elements of optimal learning identified from research findings are specified including such factors as motivation, intense faculty-student contact, and feedback. The paper urges the restructuring of faculty roles and practices to incorporate these elements and new learning technologies. It suggests that faculty involve themselves more in coaching, the use of simulation technology, and facilitation of small group instructional processes. Also proposed are major alterations in the academic calendar to allow greater flexibility using different time patterns and alternative delivery modes. (JLS)

ED 412 854 HE 030 645
Riggs, Henry E.
Not So Different After All: Academic and Industrial Leadership in the 1990s. AGB Occasional Paper No. 29.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1996-00-00
Note—18p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administration, Administrator Role, Business Administration, Corporations, Governance, *Governing Boards, Higher Education, Leadership, *Leadership Qualities, Leadership Styles, *Trustees

This paper discusses the similarities of issues faced by academic and corporate leaders. Both types of institutions must adapt to the same societal, economic, and political pressures. These include rapidly changing markets, heightened competition, new technologies, and demands for accountability by multiple constituencies. Both industrial and academic leaders share a belief in empowerment (sharing and delegating responsibility), the need to balance short-term with long-term priorities, constraints on labor flexibility, and a weakening of resistance to all ideas "not invented here." There are also similar employee recruitment processes and recognition of leadership skills. Distinctions between the two organizational settings include academic freedom, educational outcome measurement, and resistance to change. Despite these differences, academic leaders can learn from the similarities with industrial organizations as they respond to challenges that include defining who the actual customers are of higher education and confronting the notion of higher education as a closed system that is resistant to change. (JLS)

ED 412 855 HE 030 646
Gilderbloom, John I.
The Urban University in the Community: The Roles of Boards and Presidents. AGB Occasional Paper No. 30.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1996-00-00
Note—30p.; Foreword by Hon. Henry G. Cisneros, U.S. Secretary of Housing and Urban Development.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Board Administrator Relationship, *College Presidents, Governance, *Governing Boards, Higher Education, Institutional Advancement, Institutional Mission, Mission Statements, Policy Formation, Role of Education, *School Community Relationship, *Trustees, Urban Education, *Urban Universities

Urban universities and colleges involved in community partnerships need comprehensive information to guide their presidents and boards in successful partnership implementation. Urban institutions should include an urban mission element in their overall mission statements and this should clearly define the goals of institutional leaders. The president's role in successful partnerships is proving requisite leadership and vision to the community, its leaders, and its members and to the university community. The president is also responsible for establishing and maintaining trust between the partners and using the university as a neutral ground. The primary role of the governing board is to balance the needs of the community and the institution. Boards also need to address policy issues such as setting priorities, determining opportunities for collaboration, defining student participation, determining faculty rewards, and establishing criteria for evaluation of success. Other issues boards need to consider include assessment of the general nature of the urban environment of the camps, the costs of developing and maintaining partnerships, and previous local partnership experiences. While there are barriers to successful university-community partnerships, these can be overcome if the partnership is carefully and constantly nurtured. (Contains 15 references.) (JLS)

ED 412 856 HE 030 647
Greer, Darryl G.
Prospective Governance. AGB Occasional Paper No. 31.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1997-00-00
Note—17p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Organization, Administrative Policy, Administrator Responsibility, Board Administrator Relationship, *Change Strategies, *College Administration, College Planning, Educational Change, Educational Finance, Financial Support, *Futures (of Society), *Governance, Governing Boards, Government School Relationship, Higher Education, Institutional Autonomy, Policy Formation, Productivity, Program Effectiveness, School Policy, Student Costs, *Trustees

Higher education governance structures are ineffective and new structures of "prospective governance" are needed for future success. Trends affecting higher education include financial scarcity, lack of government funding juxtaposed with the growing public demand for better services, and the competitive pressures of commercialization and technology. Various historical structures such as a boxy, hierarchical model no longer meet the needs of students. There are various myths regarding governance that limit its reform. These include: the belief that reform must come from within; that bad economic times will evaporate; that debates about new governance should center on tradeoffs between campus autonomy and centralized control; that public sector institutions need government buffers to protect them from politics; that shared governance is the preferred form of faculty involvement and is compatible with strategic planning; that conflict must be avoided in order to foster collegial governance; and that the public served understand and respect higher education governance. Prospective governance must focus on what reform should achieve rather than how to achieve specific outcomes. Effective governance is participatory with common, collective goals, not an aggregation of particular goals. Prospective governance is also anticipatory and accountable and promotes agreement across various constituencies. (Contains 10 references.) (JLS)

ED 412 857 HE 030 648
Detweiler, Richard A.
Case Study: How a Commitment to Technology Advanced Our Strategic Plan. AGB Occasional Paper No. 32.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Pub Date—1997-00-00
Note—17p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Policy, Case Studies, *Change Strategies, College Administration, College Planning, Computer Networks, Computer Software Selection, Computers, *Governance, Higher Education, *Information Technology, Institutional Mission, Liberal Arts, Long Range Planning, Organizational Communication, Organizational Development, Policy Formation, Private Colleges, *Professional Development, Program Descriptions, School Policy, *Small Colleges, Staff Utilization, *Strategic Planning, Technological Advancement
Identifiers—*Hartwick College NY

Hartwick College (New York) developed a strategic vision for its future and invested significantly in information technology to transform that vision into reality. Guided by its president and trustees, Hartwick, a small, independent liberal arts college, formed a strategic plan in phases. At a formal board retreat in 1993, with faculty, students, and staff, the college affirmed its values, developed a statement of purpose, and brainstormed ways to better educate for the future. Over the next 18 months, dozens of task forces helped create an institutional five-year program with technology as a central feature. The college equipped students, faculty, and staff with personal computers; worked to resolve platform and software issues; garnered widespread enthusiasms and support; created a campus computer communications network; and changed its administrative computing system. Ten lessons for trustee boards were identified: (1) information technology implementation must be mission-driven; (2) information technology must fit the institution's values and future; (3) information technology is a resource; (4) try to meet 90 percent of needs 90 percent of the time; (5) think workable technology; (6) standardization is key; (7) focus on people not technology; (8) think about major trends in information technology; (9) information technology is costly; and (10) information technology investments are a leap of faith. (JLS)

ED 412 858 HE 030 649
Hauptman, Arthur M.
Five Strategic Responses to the Financial Challenges Facing Colleges and Universities. AGB Occasional Paper No. 33.
Association of Governing Boards of Universities and Colleges, Washington, DC.
Spons Agency—Christian A. Johnson Endeavor Foundation, New York, NY.
Pub Date—1997-00-00
Note—20p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (members, $4.95; nonmembers, $9.95; quantity discounts).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrative Policy, Budgeting, College Administration, *Educational Finance, Educational History, *Financial Problems, Financial Support, Governance, *Governing Boards, Higher Education, Resource Allocation, School Policy, Student Costs, Technology, *Trustees, Tuition
Identifiers—Cost Cutting

College and university trustees and administrators are employing various strategies to deal with financial challenges. These fall generally into five categories: (1) attracting additional revenues to help close the gap between resources and expenses; (2) reassessing tuition and financial aid policies to alter the size or mix of the student body; (3) cutting costs, improving quality, and restructuring how the institution educates students and administers programs; (4) introducing or expanding the use of technology to educate students and improve administrative functions; and (5) optimizing resource sharing by forming alliances and cooperating with other institutions. Governing board members can ask institution-specific questions concerning: whether the size of the institution should remain the same or change; whether revenue-raising activities are consistent with the institution's mission and values; degree to which the institution is dependent on student charges as a revenue source; the possibility of improving administrative and academic productivity without sacrificing quality; the knowledge base concerning technology and learning and associated costs; and the possibility of there collaborative efforts that can enhance the institution's competitive ability and position. Two issues are paramount: first, the current balance of power among trustees, faculty, and administrators; and second, especially for public institutions, the degree to which the institution has sufficient authority to establish campus priorities and funding patterns. (Contains 12 references.) (JLS)

ED 412 859 **HE 030 650**

Cuccaro-Alamin, Stephanie

Postsecondary Persistence and Attainment. Findings from "The Condition of Education, 1997," No. 13.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-984; ISBN-0-16-049222-X

Pub Date—1997-09-00

Note—39p.; For "The Condition of Education, 1997," see ED 404 766.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, Access to Education, Bachelors Degrees, College Outcomes Assessment, Colleges, Community Colleges, *Degrees (Academic), Enrollment, Full Time Students, Higher Education, Outcomes of Education, Part Time Students, Postsecondary Education, *School Holding Power, Student Educational Objectives, *Student Employment, Student Financial Aid, Two Year Colleges

Identifiers—*Time to Degree

This booklet summarizes data on the persistence and attainment outcomes of students in postsecondary education and the enrollment factors related to these outcomes. The primary data describe students, as of 1994, who began their postsecondary education in the 1989-90 academic year. Additional data describe postsecondary education experiences of 1980 high school sophomores 10 years after their expected graduation and the experiences of 16- to 24-year-olds from the 1970s to the 1990s. Generally, the evidence suggests: that students who attend school part time and work full time are less likely to complete their degree in a timely fashion than full-time students; that students enrolling in a 4-year institution immediately following high school are more likely to attain a bachelor's degree within five years than students taking other routes; and that bachelor's degree seekers who did or did not receive financial aid persisted and attained at similar rates. The report's major findings are reported in sections on: postsecondary access, postsecondary outcomes, degree objective, type of institution, timing of enrollment, enrollment intensity and continuity, financial aid, and working while enrolled. (Contains 30 references.) (DB)

ED 412 860 **HE 030 651**

Morgan, Frank B.

Degrees and Other Awards Conferred by Institutions of Higher Education: 1994-95. E.D.Tabs.

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-415; ISBN-0-16-049233-5

Pub Date—1997-09-00

Note—91p.; For the previous 1993-94 report, see ED 397 761.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Associate Degrees, *Bachelors Degrees, Data Collection, *Degrees (Academic), Doctoral Degrees, Foreign Students, *Higher Education, Majors (Students), Masters Degrees, *Minority Groups, National Surveys, Sex Differences, Tables (Data)

Identifiers—*Integrated Postsecondary Education Data System

This report presents data on the degrees conferred by the nation's accredited institutions of higher education. The report is based on the 1994-95 Integrated Postsecondary Education Data System's "Completion" survey of approximately 3,500 institutions within the 50 states and the District of Columbia. Highlights of the report include: 2.2 million degrees were awarded during the year (an increase of 0.5 percent over the previous year) of which 52.3 percent were bachelor's degrees; the majority of degrees were awarded by public institutions; the majority of degrees awarded at the master's level and below were to women; three-quarters of all degrees were awarded to white students, 17.2 percent to minority students, and 7.8 percent to nonresident aliens (although nonresident aliens received 25 percent of all doctoral degrees); the share of degrees awarded to minorities was highest at the associate degree level and dropped at each successive degree level; and over 19 percent of first-professional degrees were awarded to minorities; almost one-fifth of all bachelor's degrees were in business management/administrative services; degrees in math and science comprised only 2.8 percent at the bachelor's level, but over 20 percent at the doctoral level. A glossary is included. (DB)

ED 412 861 **HE 030 652**

China: Higher Education Reform. A World Bank Country Study.

World Bank, Washington, DC.

Report No.—ISBN-0-8213-4022-0; ISSN-0253-2123

Pub Date—1997-00-00

Note—199p.

Available from—World Bank, 1818 H St., N.W., Washington, DC 20433; phone: 202-477-1234; fax: 202-477-6391.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, *College Administration, Cultural Influences, *Educational Change, Educational Finance, Educational Quality, Foreign Countries, *Government Role, Government School Relationship, *Higher Education, Institutional Autonomy, Instructional Improvement, Long Range Planning, Needs Assessment, Systems Analysis, Universities

Identifiers—*China, Reform Efforts

This report, based on a review of the literature and field visits, takes a historical and comparative approach in examining the development of higher education in China, systemically and institutionally, in the context of China's broad social and economic changes. It focuses on four areas: (1) relationships between universities and the state, (2) impact of changes on university management, (3) financing higher education, and (4) quality improvement in instructional programs. The report identifies three principles to be observed in reform efforts (such as the State creating an enabling environment in which institutions have greater autonomy), and offers 13 recommendations (such as establishment of "centers of excellence") to meet the system's development needs and address its internal disparities. Five general approaches are suggested to assist the government in a gradual and selective reform effort. These include wide participation in the planning of change, concrete and realizable goals, developing efficient information flows, varying local goals according to capacity and capability, and establishing focused incentive mechanisms for institutions. Each of the four focus areas are discussed in context, current issues are identified, and specific recommendations are offered. Over 30 annexes and 26 tables provide detailed documentation to support the report. (Contains approximately 125 references.) (DB)

ED 412 862 **HE 030 653**

Fenske, Robert H. Geranios, Christine A. Keller, Jonathan E. Moore, David E.

Early Intervention Programs: Opening the Door to Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-HE-97-6

Pub Date—1997-00-00

Contract—RR3002008

Note—4p.; For the full report on which this digest is based, see HE 030 654.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183; phone: 800-773-3742; fax: 202-452-1844.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Attendance, *College School Cooperation, *Disadvantaged Youth, Educational Opportunities, Educationally Disadvantaged, Federal Aid, Financial Support, High Schools, Higher Education, Low Income Groups, *Minority Groups, *Outreach Programs, Program Development, State Aid, Student Recruitment

Identifiers—*ERIC Digests

This digest summarizes a larger document of the same title which examines early intervention programs providing services and resources to encourage low-income/minority youth to finish high school and enter college. It notes provisions of federal law which encourage such programs and the unifying mission of the National Early Intervention Scholarship and Partnership Program. Such programs are seen as either broad early intervention programs, "academic outreach" programs operated by academic institutions and designed to encourage at-risk students to plan for college, or school-college collaboration programs. Programs are differentiated into six types: (1) programs established by philanthropic agencies, (2) federally supported programs, (3) state-sponsored programs with matching federal support, (4) entirely state-supported programs, (5) systemic changes involving school-college collaboration, and (6) college- or university-sponsored programs. Implications of the growth of these programs for college and university administrators are considered and include recommendations to coordinate institutional outreach programs with early intervention programs and document efforts to increase access to their institutions. (DB)

ED 412 863 **HE 030 654**

Fenske, Robert H. Geranios, Christine A. Keller, Jonathan E. Moore, David E.

Early Intervention Programs. Opening the Door to Higher Education. ASHE-ERIC Higher Education Report Vol. 25, No. 6.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; Association for the Study of Higher Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-78-8; ISSN-0884-0040

Pub Date—1997-00-00

Contract—RR93002008

Note—140p.; For a digest of this report, see HE 030 653.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 phone: 800-773-3742; fax: 202-

452-1844. ($24).
Pub Type— ERIC Publications (071) — Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Education, College Attendance, *College School Cooperation, *Disadvantaged Youth, Educational Opportunities, Educationally Disadvantaged, Equal Education, Federal Aid, Financial Support, High Schools, Higher Education, Low Income Groups, *Minority Groups, *Outreach Programs, Program Development, State Aid, Student Recruitment
Identifiers—I Have a Dream Program

This report addresses issues related to the increasing growth of early intervention programs to encourage high school graduation and college attendance among students from low-income and minority groups. It first presents a brief review of the societal goals of equality for the nation's education system. It then defines the programs "early intervention" and "academic outreach" and synthesizes the demographic and educational problems and challenges related to development of such programs. It continues by describing several notable examples of private initiatives, such as the "I Have a Dream Program." Next, an overview of the burgeoning field of school-college collaborative efforts for early intervention and academic outreach is provided, followed by a survey of federal and state efforts. College and university academic outreach programs are examined from several perspectives, and include an overview of community colleges' involvement in school-college collaboration. The report concludes with evaluations of some early intervention programs and recommendations for follow-up by college and university administrators. An appendix provides brief descriptions of 27 institutional outreach programs. (Contains approximately 130 references.) (DB)

ED 412 864 HE 030 655

Chance, William

A Vision in Progress. The Decision To Establish a Public University at Monterey Bay. An Occasional Paper.

California Higher Education Policy Center, San Jose.
Pub Date—1997-06-00
Note—48p.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-9).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Decision Making, Educational Facilities, Educational Facilities Planning, Educational Policy, Federal Aid, Government School Relationship, Higher Education, Program Development, School Location, *State Universities
Identifiers—*California State University Monterey Bay

This report describes the decision-making process and problems encountered during the 48 months it took to establish a new university, California State University at Monterey Bay, on the site of Fort Ord, a recently closed military base. After an introduction, the report is organized in four sections, one for each phase of the process. The first section, on the opportunity development phase, briefly reviews the decision to close the base. The second section, covering the recognition-of-opportunity phase, reports the genesis of the idea at San Jose State University and the idea's transition from an off-campus center to a full-service university. Details of the selection, modification, and adoption process are covered in the third section. These involved activities such as decision making by Cal State, legislative involvement, a needs assessment, and scheduling. The fourth section covers the implementation and monitoring phase. A conclusion identifies problems associated with the rapid pace of the transition, including pressure on the usual system of orderly checks and balances, failure to plan for facility maintenance, and the unclear role of the new residential campus in the California State University system. An appendix provides a detailed chronology of the conversion. (Contains 61 references.) (DB)

ED 412 865 HE 030 656

Bracco, Kathy Reeves

State Structures for the Governance of Higher Education: An Annotated Bibliography.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—55p.; For related documents, see HE 030 657-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-12).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Business Administration, Elementary Secondary Education, *Governance, Governing Boards, Government School Relationship, *Higher Education, State Government

This annotated bibliography was developed as part of the State Structures for the Governance of Higher Education project, a national research effort. It identifies literature on governance in higher education, government, business, and K-12 education. A list of common abbreviations precedes the main listing. The 117 citations are listed alphabetically by author and usually include an abstract. Citations are dated from 1971 through 1997. An appendix lists the members of the National Advisory Committee to the State Structures Project. (DB)

ED 412 866 HE 030 657

Bowen, Frank M. Bracco, Kathy Reeves Callan, Patrick M. Finney, Joni E. Richardson, Richard C., Jr. Trombley, William

State Structures for the Governance of Higher Education: A Comparative Study.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—89p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-11).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, College Administration, Comparative Analysis, *Cost Effectiveness, Educational Policy, Expenditure Per Student, *Governance, *Governing Boards, Government School Relationship, *Higher Education, *Leadership, Paying for College, Public Policy, *State Government, State Programs, Student Costs

This comparative study synthesizes data from a national study which examined differences among states in their governance structures, and asked if differences in performance were related to governing structures and whether governance structure affected strategies of state policymakers. The seven states examined were grouped into four governance categories: (1) federal systems, those with institutional- and multicampus-system governing boards and a coordinating board (Illinois and Texas); (2) unified systems, those with a single governing board responsible for all public institutions (Georgia); (3) confederated systems, those with a planning/coordinating agency but also governing boards of multicampus subsystems (California, Florida, and New York); and (4) confederated institutions, those that have institutional governing boards but lack a centralized agency with substantial responsibility (Michigan). The report concludes that there is a strong link between governance structures and affordability for families; there is no evidence that any one system has a lower cost per student; there is no evidence that some structures attract stronger leaders; and that state boards which are part of higher education and also part of state government do best at balancing public interests and professional/institutional concerns. Appendices list individuals involved and describe quantitative measures used. (Contains approximately 350 references.) (DB)

ED 412 867 HE 030 658

Finney, Joni E.

State Structures for the Governance of Higher Education: Florida Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—56p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-14).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Accountability, Articulation (Education), Budgeting, Case Studies, College Administration, Community Colleges, Comparative Analysis, Demography, Economic Development, Enrollment Trends, *Governance, *Governing Boards, Government School Relationship, *Higher Education, Political Influences, Private Colleges, Productivity, *State Government, State Programs, State Universities, Student Financial Aid, Tuition
Identifiers—Deregulation, Florida, *State University System of Florida

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in Florida's higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 with state officials, education administrators, faculty, and staff. Individual sections of the report present information on: (1) state demographics and the political context; (2) the characteristics of the higher education system; (3) issues for higher education (access, productivity, accountability, deregulation, and economic development); (4) the state university system (history, role of the Board of Regents and Chancellor, and enrollment/tuition); (5) community colleges background, enrollment and tuition; (6) the role of the Postsecondary Education Planning Commission; (7) Florida's private colleges and universities; (8) student financial aid trends in aid, family income, and family savings; (9) the budget process for both the state university and community college systems; (10) system articulation and information; and (11) assessment of the system's structure. A list of advisory committee members is appended. (Contains 34 references.) (DB)

ED 412 868 HE 030 659

Richardson, Richard C., Jr.

State Structures for the Governance of Higher Education: Illinois Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—James G. Irvine Foundation, San Francisco, CA.; Pew Charitable Trusts, Philadelphia, PA.
Pub Date—1997-00-00
Note—51p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-

2699; fax: 408-287-6709 (Report No. 97-16).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Articulation (Education), Budgeting, Case Studies, College Administration, Community Colleges, Comparative Analysis, Educational History, *Governance, *Governing Boards, *Higher Education, Private Colleges, Program Evaluation, *State Government, State Programs
Identifiers—Illinois, *Illinois Board of Higher Education

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in Illinois' higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 with state officials, education administrators, faculty, and staff. The first section provides information on the state including its political culture and issues for higher education. Section 2 examines the characteristics of the Illinois higher education system, including its history, the role of the Illinois Board of Higher Education, the community college system, research universities, comprehensive public 4-year institutions, private higher education, and assessment of the role played by structure. Section 3 considers the coordinating processes for Illinois higher education. These include the budget process; the program review process; a Priorities, Quality, and Productivity initiative; and system articulation. A final section provides a generally positive assessment of overall system performance. An appendix lists advisory board members. (Contains 10 references.) (DB)

ED 412 869 HE 030 660

Bracco, Kathy Reeves

State Structures for the Governance of Higher Education: Michigan Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—45p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-17).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgeting, Case Studies, College Administration, college Presidents, College School Cooperation, Community Colleges, Comparative Analysis, Data Collection, *Governance, *Governing Boards, Government School Relationship, *Higher Education, Political Influences, Private Colleges, Program Development, *State Government, State Programs, Student Financial Aid, Tuition
Identifiers—*Michigan, *Michigan State University, University of Michigan, Wayne State University MI

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in Michigan's higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 with state officials, education administrators, faculty, and staff. The first section provides information on the state, including its political culture and issues for higher education. Section 2 examines the characteristics and history of the Michigan higher education including: constitutional autonomy, the role of the State Board of Education, community colleges, 4-year public institutions, the Presidents Council, tuition, independent colleges and universities, and student financial aid. Section 3 considers work processes, including the budget process, the program planning process, relationships with K-12 schools, the transfer process, and information collection. A final section concludes that state policymakers are generally satisfied with the performance of higher education in Michigan. An appendix lists advisory board members. (Contains 35 references.) (DB)

ED 412 870 HE 030 661

Bracco, Kathy Reeves

State Structures for the Governance of Higher Education: Georgia Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—49p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-15).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgeting, Case Studies, College Administration, Comparative Analysis, Economic Factors, *Governance, *Governing Boards, Government School Relationship, *Higher Education, Information Systems, Minimum Competency Testing, Political Influences, Private Colleges, Program Evaluation, *State Government, State Programs, State Universities, Strategic Planning, Student Evaluation, Student Financial Aid
Identifiers—Georgia, *Georgia University System

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in Georgia's higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 and 1996 with state officials, education administrators, faculty, and staff. The first section provides information on the state, including the economic situation and political context. Section 2 examines the characteristics and history of higher education in Georgia, including the University System of Georgia, system characteristics, private colleges and universities, the Department of Technical and Adult Education, and student financial aid. Section 3 examines the work processes involved in the state system. These include strategic planning initiatives, the budget process, the program review and approval process, information systems, the required Regents examination for prospective graduates, and transfer and articulation. Concluding observations in the final section are generally positive. Appended is a list of national advisory committee members. (Contains 42 references.) (DB)

ED 412 871 HE 030 662

Callan, Patrick M. Bowen, Frank M.

State Structures for the Governance of Higher Education: New York Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—45p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-18).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgeting, Case Studies, Collective Bargaining, College Administration, Comparative Analysis, Demography, *Governance, *Governing Boards, Government School Relationship, *Higher Education, Information Systems, Needs Assessment, Political Influences, Private Colleges, Program Development, Program Evaluation, Public Colleges, *State Government, State Programs, State Universities
Identifiers—New York, *New York State Regents

This case study part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in New York's higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 and 1996 with state officials, education administrators, faculty, and staff. The first section provides information on state governance, including demography and the political context. Section 2 examines the structures of the state's higher education system, including the role of the State Coordinating Agency, public higher education in New York, private higher education, the role of the State Higher Education Services Corporation, and collective bargaining within the state system. Section 3 examines the processes of governance and coordination, including planning, budgeting, the program review process, and information on system performance. Concluding observations identify 19 specific findings about the system and a final section briefly describes five continuing issues. Appended is a list of national advisory committee members. (Contains 15 references).

ED 412 872 HE 030 663

Bracco, Kathy Reeves

State Structures for the Governance of Higher Education: Texas Case Study Summary.

California Higher Education Policy Center, San Jose.
Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
Pub Date—1997-00-00
Note—50p.; For related documents, see HE 030 656-664.
Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-19).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Articulation (Education), Budgeting, Case Studies, College Administration, Community Colleges, Comparative Analysis, Financial Support, *Governance, *Governing Boards, Government School Relationship, *Higher Education, Information Systems, Political Influences, Private Colleges, Program Development, Public Colleges, Research, *State Government, State Programs, State Universities, Student Financial Aid, Tuition
Identifiers—*Texas System of Higher Education

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in Texas's higher education system. The study's overall purpose was to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and on interviews conducted in 1995 with state officials, education administrators, faculty, and staff. The first section provides information on the state's political culture and higher education issues. Section 2 examines the characteristics of the Texas higher education system, including the system's history, the role of the Texas Higher Education Coordinating Board, community and technical colleges, public universities, tuition, independent higher education, and student financial aid. Section 3 examines the coordinating processes in the Texas higher education system. These include budgeting, planning, system articulation, information collection, the Texas Academic Skills Program, and research funding programs. A final section of concluding observations focuses on the role of the Coordinating Board. Appended is a list of national advisory committee members. (Contains 27 references.) (DB)

ED 412 873 HE 030 664

Richardson, Richard C., Jr.

State Structures for the Governance of Higher Education: California Case Study Summary.

California Higher Education Policy Center, San Jose.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.

Pub Date—1997-00-00

Note—78p.; For related documents, see HE 030 656-663.

Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113; phone: 408-271-2699; fax: 408-287-6709 (Report No. 97-13).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Articulation (Education), Budgeting, Case Studies, College Administration, College Faculty, College Presidents, Community Colleges, Comparative Analysis, Educational Quality, *Governance, *Governing Boards, Information Systems, Political Influences, Program Evaluation, State Boards of Education, State Government, State Programs, Student Financial Aid

Identifiers—California State University, University of California

This case study, part of the State Structures for the Governance of Higher Education study, focuses on governance and related issues in California's higher education system. The study's overall purpose was to examine differences among ustates in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers. The study is based on analysis of documents and interviews conducted in 1996 with state officials, education administrators, faculty, and staff. The first section reviews the state's economic situation, political context, and higher education issues. Section 2 examines the system's characteristics and history, including current perspectives, the California Postsecondary Education Commission, the California Education Roundtable, and the Student Aid Commission. Section 3 looks at the Board of Governors and local districts within the California Community College system. Section 4 looks at the University of California; subsections address the Board of Regents, the Office of the President, faculty influences and the Academic Senate, the budget process, academic programs, information systems, and performance evaluation. Section 5 looks at California State University, including the Board of Trustees, the Office of the Chancellor, faculty influences, budgeting, program planning and review, articulation, information systems, and performance. Private universities and colleges are briefly covered in Section 6. Sections 7 and 8 examine coordinating processes (budgeting, program review, articulation, and information) and system performance (access, efficiency, and quality).(Contains 32 reference notes.) (DB)

ED 412 874 HE 030 666

Grayson, J. Paul

Who Goes Where? An Exploratory Study of Recent York Graduates.

York Univ., Toronto (Ontario). Inst. for Social Research.

Report No.—ISBN-1-55014-340-9

Pub Date—1997-09-00

Note—30p.

Available from—Institute for Social Research, York University, 4700 Keele Street, North York, Ontario, Canada M3J 1P3.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, College Students, Educational Assessment, Educational Attainment, Followup Studies, Foreign Countries, Graduate Study, Higher Education, Labor Force, *Outcomes of Education, *Student Attitudes, Student Characteristics, Student Educational Objectives, Student Surveys, Surveys

Identifiers—*York University ON

Surveys were conducted to examine the post-college plans of York University (Canada) graduates of the Faculties of Arts, Fine Arts, Pure and Applied Science and the Schulich School of Business. The first survey population included all bachelor's degree candidates who had graduated in fall of 1995 and the second involved all June 1996 graduates; the response rate was 51 percent. The survey included questions about: respondents preferences or destinations for the coming year; family income, ethnic/racial origin, birth date, gender, and academic standing; institutional experiences both in and out of classroom and coursework and curricular patterns; community and social activities; and general satisfaction with the academic experience at York. Data on grade point averages was obtained from administrative records. Almost half the respondents reported that they hoped to be in the labor force in the year after graduation. Of the remainder, approximately 5 percent planned to attend graduate school at York University and almost 25 percent planned to attend another postsecondary institution. Overall, disciplinary major was the best indicator of whether or not students would pursue further education. (Contains 10 references). (JLS)

ED 412 875 HE 030 667

Sawchuk, Mariette T. Taylor, Nancy S. Perry, Jill, Ed.

Teaching for Cultural Fluency. The Center for Cultural Fluency: A Model Multicultural Resource Center. Celebrating Cultural Diversity in Higher Education Series.

Mount St. Mary's Coll., Los Angeles, CA.

Pub Date—1997-00-00

Note—50p.; For previous documents in this series, see ED 350 898 and ED 354 804-805.

Available from—PRISM Publishing, Mount Saint Mary's College, 12001 Chalon Road, Los Angeles, CA 90049-1599 ($16).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Involvement, Cross Cultural Training, *Cultural Awareness, Cultural Differences, Cultural Pluralism, Culturally Relevant Education, Diversity (Student), Educational Attitudes, Educational Change, *Educational Strategies, Educational Trends, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Learning Resources Centers, Multicultural Education, Outreach Programs, Preservice Teacher Education, *Resource Centers, School Community Programs, Sociocultural Patterns, *Teacher Education, Teacher Workshops, Teaching Methods

Identifiers—*Mount Saint Marys College CA

This document is intended to be a resource to others who would like to emulate the programs and resources of the Center for Cultural Fluency, a center for K-12 teachers trying to address cultural diversity in the classrooms. The Center is a multicultural teacher resource facility offering classroom materials and workshops to assist teachers and consequently, their students, to be comfortable with difference. The document briefly reviews the history of Mount St. Mary's College and describes the Center's program, its teacher forums, the staff, the teachers' role, and the history and need context within which the programs were founded. It then delineates the assumptions, philosophy, and goals under which the Center operates, noting its belief in anti-bias action, multiculturalism, interracial communities, and respect for person. In another section, the document outlines the types of community connections needed to make the programs work; the collection of resource materials is described in another section. Other sections are devoted to describing the activities of the Center's teacher forums and its spring conference. Curriculum development and outreach projects are also described. The final sections sets out a blueprint for starting a cultural fluency center. Appendixes list advisory council members, database details, show an agenda for a day's Teacher Forum activity, the pre- and post-Forum Assessment form, and a sample first-year equipment and supplies budget. (Contains 11 endnotes.) (CH)

ED 412 876 HE 030 668

Bila, Thomas A. Miller, Michael T.

College Faculty Cultures: Dominance in the Academy.

Pub Date—1997-00-00

Note—15p.; An earlier version of this paper was presented at the Annual Conference of the Popular Culture Association (6th, Honolulu, HI, January 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), Administrative Organization, *College Faculty, *Educational Environment, Faculty Workload, Higher Education, Interviews, Job Satisfaction, Organizational Climate, Participative Decision Making, *Power Structure, *Public Opinion, *Teacher Behavior, *Teacher Responsibility, Work Attitudes

This study sought a better understanding of faculty culture and was designed to allow faculty to describe their own cultural experience through a series of structured interviews. Fifty faculty members at three universities were asked to voice their beliefs about faculty culture, particularly in regard to faculty stratification (perception of power). Data from the faculty interviews, which were conducted in the summer of 1996, were then compared with perceptions of faculty as expressed in popular media (films, novels, and news media). The media messages of exaggeration and embellishment were found to be combined with elements of truth. The popular media messages showed faculty as aloof, lacking common sense, unproductive, and often abusive of their positions. Faculty generally described themselves as underappreciated by administrators and students; isolated from the public; "keepers" of knowledge in a vaporous society; and the primary reason students attend college. The general findings of the study validate previous work and suggest that power is related to tenure status and rank. Two tables list films and novels reviewed for the research. (JLS)

ED 412 877 HE 030 669

Direct Student Loans. Analyses of Borrowers' Use of the Income Contingent Repayment Option. Report to the Chairman, Committee on Education and the Workforce, House of Representatives.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No. —GAO/HEHS-97-155

Pub Date—1997-08-00

Note—40p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015; phone: 202-512-6000; fax: 301-258-4066; TDD: 301-413-0006; Internet: http://www.gao.gov (first copy free; additional copies $2 each).

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Educational Finance, Eligibility, Federal Legislation, *Federal Programs, *Financial Aid Applicants, Government Role, Higher Education, *Income Contingent Loans, Legal Responsibility, *Loan Default, Loan Repayment, Need Analysis (Student Financial Aid), Parent Financial Contribution, Paying for College, Student Financial Aid, *Student Loan Programs

Identifiers—*Federal Direct Student Loan Program

This report analyzes repayment patterns for federally supported student financial aid distributed through the William D. Ford Federal Direct Loan Program (FDLP), which includes an income-contingent repayment (ICR) plan that ties borrowers' monthly payments to income, family size, and loan amount. This report analyzes 3 year usage of ICR in relation to three other repayment plans generally available to FDLP borrowers: standard repayment, extended repayment, and graduated repayment. The report notes that 9 percent of borrowers (n=56,298) were using ICR; of that group about 80 percent were current in monthly payments. ICR borrowers tended to be delinquent or in default at higher percentages than borrowers using other repayment plans. Borrowers who had been placed in the ICR program because of prior defaults on other types of loans were the major factor in this higher rate of delinquency. The report also noted that comparing estimated total loan payments of ICR users with borrowers using other repayment plans was complicated. Also noted were the two methods used by the Department of Education to check reported income of ICR borrowers. Appendices include information on scope and methodology; FDLP loan data; schools attended by borrowers; and delinquency and default rates of FDLP borrowers. (CH)

ED 412 878 HE 030 670

Readings, Bill

The University in Ruins.

Report No.—ISBN-0-674-92953-5

Pub Date—1996-00-00

Note—238p.

Available from—Harvard University Press, 79 Cambridge St., Cambridge, MA 02138 (paperback: ISBN-0-674-92953-5, $15.50; hardcover: ISBN-0-674-92952-7).

Pub Type— Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Change Strategies, *College Administration, *Cultural Influences, *Culture, *Educational Change, Educational Economics, Educational Environment, Educational Trends, *Excellence in Education, Financial Exigency, Foreign Countries, Higher Education, Institutional Autonomy, Intellectual History, Political Influences, Politics of Education, Professional Autonomy, Role of Education, *Social Change, Social History

Identifiers—*Globalization, Kant (Immanuel), Nation States

Historically, in Europe and North America, the university has served as the primary institutional reservoir of national culture. This book examines contemporary shifts in the function of the "University" as the inculcator within the nation-state of the concept of national culture, arguing that as the nation-state has lost its power as the primary focus of society, it is no longer clear what role the University has within society nor what the exact nature of that society is. If the university is no longer the repository of national culture, and the notion of national culture is no longer the referent toward which research and teaching efforts are directed, then the university is no longer an ideological apparatus of the state but has become an independent bureaucratic system. This book tries to assess these implications, noting particularly the emergence of a discourse of "excellence" in place of earlier concepts of "culture" as the language with which the university seeks to explain itself to society. Other concepts explored are the status of the university in a transnational framework, the university and the Kantian concept of "reason," literary culture, culture wars, and cultural studies, the university during the 1960s the period of student revolts, and university teaching today. (Contains 208 endnotes.) (CH)

ED 412 879 HE 030 671

Enos, Theresa

Gender Roles and Faculty Lives in Rhetoric and Composition.

Report No.—ISBN-0-8093-2041-X

Pub Date—1996-00-00

Note—146p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697; phone: 618-453-2281 ($29.95 plus $3.50 shipping & handling; cloth: ISBN-0-8093-2041-X).

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*College Faculty, Colleges, Educational History, *English Departments, Faculty Promotion, Females, Feminism, Higher Education, Interviews, Personal Narratives, Questionnaires, Rhetoric, Seniority, *Sex Differences, Sex Role, Sex Stereotypes, Surveys, Tenure, Tenured Faculty, Undergraduate Study, Universities, Women Faculty, Writing (Composition), *Writing Instruction, Writing Teachers

Identifiers—Gender Issues

This book combines personal stories of rhetoric and composition teachers with statistical data derived from various government and academic research studies to document gender experiences of college writing teachers and administrators. Anecdotal evidence was drawn from a survey questionnaire mailed to 3,000 college writing teachers, follow-up telephone interviews, campus visits and conversations with writing teachers, and 51 solicited personal narratives. The study finds that lower-division writing courses in colleges and universities tend to be staffed primarily by women, who receive minimal pay, little prestige, and have less job security than their male counterparts who are similarly affected by the undervaluation of a field considered to be "women's work." The book notes that more glory is afforded the teaching of literature (traditionally dominated by men) than the teaching of rhetoric and composition. Beyond this, however, the book seeks to explain why, even within the field of rhetoric and composition, the accomplishments of women receive less credit than those of men. The book contains excerpts from many of the personal narratives, and also provided information about writing programs, teaching and administrative responsibilities, distribution of research funds, promotion and tenure guidelines, and teacher data. (Contains 46 references.)(CH)

ED 412 880 HE 030 672

Cornebise, Alfred E.

Soldier-Scholars. Higher Education in the AEF, 1917-1919.

Report No.—ISBN-0-87169-221-X; ISSN-0065-9738

Pub Date—1997-00-00

Note—200p.; Memoirs of the American Philosophical Society, Volume 221.

Available from—American Philosophical Society, P.O. Box 40098, Philadelphia, PA 19106 ($25.00).

Pub Type— Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Educational History, Educational Innovation, Elementary Secondary Education, Federal Programs, Foreign Countries, Government Role, Higher Education, Military Organizations, Military Personnel, *Military Schools, *Military Service, Postsecondary Education, United States History, *World War I

Identifiers—Army, France, Young Mens Christian Association

At the end of World War I, a system of education was created for the soldiers of the American Expeditionary Forces (AEF) who remained in Europe. This book documents the history of the ventures, organized by the Young Mens Christian Association and the army, that provided educational opportunities for two million men awaiting return to home. Courses ran the gamut from English language and American history for foreign-born troops, to French for English-speakers, to programs at the Sorbonne and medical courses at London's Fellowship of Medicine, a full high school curriculum and training in 14 trades, and correspondence courses and preparatory courses leading to admission to West Point. There was a farm school and an art school. Ten thousand soldier-students attended the AEF's own university at Beaune (France), and there were 1,000 army post schools scattered throughout various AEF locations. Twenty-four halftones illustrate the text. (Chapters contain extensive endnotes.) (CH)

ED 412 881 HE 030 673

COGME 1995 Physician Workforce Funding Recommendations for Department of Health and Human Services' Programs. Council on Graduate Medical Education, 7th Report.

Council on Graduate Medical Education.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD.

Pub Date—1995-06-00

Note—26p.; For related documents, see HE 030 674-675.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Finance, Educational Objectives, Educational Policy, *Federal Aid, Federal Programs, Federal Regulation, *Foreign Medical Graduates, Government School Relationship, Graduate Medical Education, Health Services, Higher Education, Labor Force Development, *Medical Education, Medical Schools, Medical Services, Needs Assessment, *Politics of Education, Professional Education, *Public Policy, Teaching Hospitals

Identifiers—Health Professions Educational Assistance Act, *Medicare, National Health Service Corps, Public Health Service

This report presents specific recommendations to the Department of Health and Human Services and Congress from the Council on Graduate Medical Education that address Medicare's direct and indirect graduate medical education (GME) payments and the monies allocated by the Public Health Service that is targeted toward physician education and primary care research. These include: continued funding of Medicare GME for U.S. medical school graduates, but reduced payments for international medical residents; targeted incentives for generalist physician training; transition programs to assist international medical graduate-dependent institutions; specifying Medicare capitation rates specifically for GME; demonstration projects to foster consortia to manage education policy and financing; reauthorization of the National Health Service Corps, Title VII, and primary care research at 1995 appropriation levels; consolidating Title VII programs; funding Title VII educational programs that have demonstrated their effectiveness; and reauthorizing the Council on Graduate Medical Education. The report text is supported by several figures and data tables. (Contains 25 footnotes.) (CH)

ED 412 882 HE 030 674

Patient Care Physician Supply and Requirements: Testing COGME Recommendations. Council on Graduate Medical Education, Eighth Report.

Council on Graduate Medical Education.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD.

Report No. —HRSA-P-DM-95-3

Pub Date—1996-07-00

Note—34p.; For related documents, see HE 030 673-675.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, *Educational Finance, Educational Objectives, Educational Policy, *Federal Aid, Federal Programs, Federal Regulation, *Foreign Medical Graduates, Futures (of Society), Government School Relationship, Graduate Medical Education, Health Services, Higher Education, Labor Force Development, *Medical Education, Medical Schools, Medical Services, Needs Assessment, Physicians, *Politics of Education, Professional Education, *Public Policy, Teaching Hospitals

This report reassesses recommendations made by the Council on Graduate Medical Education in earlier reports which had, beginning in 1992, addressed the problems of physician oversupply. In this report physician supply and requirements are examined in the context of a health care system increasingly dominated by managed care. Patterns of physician utilization (i.e., requirements) are compared under various assumptions, and the appropriateness of the earlier recommendations for graduate medical education are reassessed. The report concludes that current data support a goal of reducing first-year residency positions, and that 50 percent of the reduced number enter practice as generalists. A second section of the report examines patient care physician supply and requirements. The report notes that while the present U.S. medical system has the capacity to absorb many additional generalists, far fewer opportunities will exist for specialists. The text analysis is supplemented by several data tables and charts. Appendix tables list projected numbers of generalist and specialist physicians required. (Contains 24 references.) (CH)

ED 412 883 **HE 030 675**

Graduate Medical Education Consortia: Changing the Governance of Graduate Medical Education to Achieve Physician Workforce Objectives. Council on Graduate Medical Education, Ninth Report.

Council on Graduate Medical Education.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD.

Report No. —HRSA-97-15

Pub Date—1997-06-00

Note—55p.; For related documents, see HE 030 673-674.

Available from—Council on Graduate Medical Education, 5600 Fishers Lane, Rockville, MD 20857.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consortia, Cooperative Programs, *Educational Cooperation, Educational Finance, Educational Objectives, Educational Policy, *Federal Aid, Federal Programs, Federal Regulation, Government School Relationship, *Graduate Medical Education, Health Services, Higher Education, Labor Force Development, Medical Schools, Medical Services, *Needs Assessment, Partnerships in Education, Physicians, *Politics of Education, Professional Education, Public Policy, Teaching Hospitals

Earlier reports and studies have endorsed the consortia concept as a vehicle for reorganizing medical education and restructuring the physician workforce. This report by the Council on Graduate Medical Education, which serves in an advisory capacity to the Secretary of the Department of Health and Human Services and to Congress, concurs in this assessment. In support, the report reviews the background of the consortia concept, noting that there is no common operative description that defines current medical education consortia. To sort out the many variations, the Council surveyed several current consortia, collecting and analyzing data on how they perceive themselves, and on their organizational and administrative structures. The report examines and tabulates data on key attributes (mission/membership, governance/authority, administration/management, and medical education programs); measures outcome (educational enhancement, workforce reform, improved administration); takes note of barriers to success (market competition, financial constraints); probes weaknesses; offers a vision of an idealized model; and advocates the funding of several demonstration projects. The report reiterates support of consortia-run medical schools, teaching hospitals and community training sites; and calls for a "shared responsibility" approach to funding graduate medical education; development of national standards for education consortia, and health care reimbursement incentives that promote consortia development. (Contains 160 references.) (JLS)

ED 412 884 **HE 030 676**

A Factual Look at Higher Education in Nebraska, Including Fall Headcount Enrollment, Freshman Residence, Degrees Awarded, Institutional Finance, Faculty Salaries. Fall 1996 IPEDS Surveys.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—1997-08-00

Note—444p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—College Faculty, College Freshmen, Degrees (Academic), Doctoral Degrees, Educational Finance, Enrollment, *Enrollment Trends, Ethnic Distribution, Expenditures, Fees, Financial Support, *Higher Education, In State Students, Part Time Students, Private Colleges, Private Education, Professional Education, Salaries, State Aid, State Colleges, State Universities, Tables (Data), *Teacher Salaries, Trend Analysis, Tuition

Identifiers—Integrated Postsecondary Education Data System, *Nebraska, University of Nebraska

This report presents comparative data on postsecondary education in Nebraska in 1996. Data tables, analyses, and charts are grouped as follows: fall headcount enrollment, including freshmen residence; degrees awarded; institutional finance; faculty salaries; and private career schools. Headcount data cover full- and part-time students, race and ethnicity, and county or state of residence for the years 1990-96. Degree awarded data covers 10 years; degrees by ethnicity is given for 1995-96; major program areas are covered for 5 years. Institutional revenues and expenditures data is shown separately for public postsecondary institutions and for independent colleges and universities. Data on full-time instructional faculty by rank is given for 10 years. A 10-year summary of average salaries of full-time instructional faculty is given for each of the institutional sectors: the University of Nebraska, Nebraska state colleges, community colleges, and independent colleges and universities. Faculty data covers the years 1987-96; private career school enrollment and degrees-granted data covers the period 1995-96. Nebraska private career schools that do not utilize Title IV funds are not included in this report. Five appendices show complete data. (BF)

ED 412 885 **HE 030 677**

Visual Performing Arts. Program Review.

State Univ. System of Florida, Tallahassee. Board of Regents.

Report No. —BOR-95-3

Pub Date—1996-10-00

Note—225p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accreditation (Institutions), Art Education, *Dance, Degree Requirements, Enrollment Trends, Evaluation, Facilities, Facility Requirements, Faculty, Fellowships, Films, Financial Support, *Fine Arts, Graduate Study, Higher Education, Institutional Evaluation, Music, Nonprint Media, Program Descriptions, Program Evaluation, Resources, Scholarships, Self Evaluation (Groups), Standards, State Colleges, State Universities, Television Curriculum, *Theater Arts, Undergraduate Study, *Visual Arts

Identifiers—*State University System of Florida

This is the third review of higher education visual and performing arts programs in the state of Florida. The report is based on descriptive and self-evaluative reports and videotapes provided by each of the nine universities in the state system (the University of Florida, Florida State University, Florida A & M University, University of South Florida, Florida Atlantic University, the University of West Florida, the University of Central Florida, Florida International University, and the University of North Florida) that offer visual and performing arts degree programs. All nine schools have programs in music and the visual arts; some add theater, dance, and/or movie, television, and recording arts programs. Four of the system-wide recommendations made in the report address the need for more adequate financial support; others include development of a full 4-year curriculum, noting restrictions imposed by the "120 hours" rule; stronger affiliations with community college programs; and national accreditation for all programs. Specific comments are made for each of the programs reviewed. A final consultant's recommendation suggests the importance of on-site visits for evaluations of fine and performing arts programs. Appended are a list of consultants, a list of university coordinators, curriculum vitae, and an inventory of degree programs.(BF)

ED 412 886 **HE 030 679**

Hardin, John A.

Fifty Years of Segregation. Black Higher Education in Kentucky, 1904-1954.

Report No.—ISBN-0-8131-2024-1

Pub Date—1997-00-00

Note—182p.

Available from—University Press of Kentucky, 663 South Limestone St., Lexington, KY 40508-4008; phone: 606-257-8761 ($29.95).

Pub Type— Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Black Colleges, Black Community, *Black Education, Black History, Black Institutions, Black Leadership, Black Students, Blacks, *College Desegregation, *Desegregation Litigation, Desegregation Methods, Desegregation Plans, Discriminatory Legislation, *Educational History, Elementary Secondary Education, Higher Education, Industrial Education, Racial Attitudes, Racial Discrimination, Racial Integration, *Racial Segregation, School Desegregation

Identifiers—*Kentucky

This book examines the history of 20th century racial segregation in Kentucky higher education, the last state in the South to enact legislation banning interracial education in private schools and the first to remove it. In five chapters and an epilogue, the book traces the growth of racism, the period of acceptance of racism, the black community's efforts for reform, the stresses of "separate and unequal," and the unrelenting pressure to desegregate Kentucky schools. Different tactics, ranging from community and religious organization support to legislative and legal measures, that were used for specific campaigns are described in detail. The final chapters of the book describe the struggles of college presidents faced with student turmoil, persistent societal resistance from whites (both locally and legislatively), and changing expectations, after the 1954 Supreme Court decision in "Brown v. Board of Education" broadened desegregation to all public schools and the responsibility for desegregation shifted from politically driven state legislators or governors to college governing boards. Appendices contain tabular data on demographics, state appropriations, and admissions to public and private colleges and universities in Kentucky. (Contains approximately 550 notes and bibliographic references.) (BF)

ED 412 887 **HE 030 680**

OIG Proposals 1998. Reauthorization of the Higher Education Act.

Office of Inspector General (ED), Washington, DC.

Report No. —S15-60006

Pub Date—1997-07-00

Note—59p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Distance Education, Educational Finance, *Eligibility, *Federal Aid, Federal Programs, Financial Aid Applicants, Higher Education, Income Contingent Loans, Law Enforcement, Loan Default, Loan Repayment, Parent Financial Contribution, Paying for College, Student Financial Aid, *Student Loan Programs, Vocational Schools

Identifiers—*Higher Education Act Title IV, Parent Loans for Undergraduate Students Program, Pell Grant Program, Reauthorization Legislation

This report presents recommendations from the Office of Inspector General for amendments to the 1998 Reauthorization of the Higher Education Act that are intended to improve integrity of student financial assistance programs and to save taxpayer dollars. Seventeen proposals divided into four areas—institutional eligibility and enforcement; student eligibility; loan programs; and law enforcement are presented. Each proposal delineates the Inspector General's position, the current law, recommended changes, and the rationale for the proposed change. Proposals include: legislating performance standards for vocational schools, eliminating Pell eligibility for high-default schools and eliminating Pell advance funding; restricting distance learning to academic degree programs; requiring schools to post surety when appealing loss of eligibility due to high default rates; legislating separate statutory requirements for vocational trade schools; eliminating the 25-year-old requirement for Pell Advance Funding requiring verification of applicant income data with the Internal Revenue Service; limiting exercise of professional judgment by financial aid administrators; requiring annual reconciliation of student loan data; changing the definition of loans in repayment; standardizing accounting and reporting for guaranty agency funds; requiring certification of vocational trade school refund liabilities; requiring discharge of loans to student victims of fraud; prohibiting consolidation of defaulted loans; requiring determination of ability-to-repay in Parent Loans for Undergraduate Student program and joint parent/student liability; change record retention period; and extend statute of limitations for financial institution fraud. (CH)

ED 412 888 HE 030 681

Kirshstein, Rita J. Matheson, Nancy Jing, Zhongren Zimbler, Linda J.

Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992. 1993 National Study of Postsecondary Faculty (NSOPF-93). Statistical Analysis Report.

Pelavin Research Inst., Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Endowment for the Humanities (NFAH), Washington, DC.; National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.

Report No. —NCES-97-470; ISBN-0-16-049231-9

Pub Date—1997-09-00

Note—257p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Comparative Analysis, Compensation (Remuneration), *Demography, *Faculty Workload, Full Time Faculty, Higher Education, Part Time Faculty, Salaries, Social Characteristics, Statistical Analysis, Statistical Data, Statistical Surveys, Teaching Load, Tenure, Women Faculty

Identifiers—National Study of Postsecondary Faculty, National Survey of Postsecondary Faculty

This report compares findings from faculty surveys conducted as part of the 1987-88 National Survey of Postsecondary Faculty, which is limited to faculty and staff with instructional responsibilities, and the 1992-93 National Study of Postsecondary Faculty, which includes instructional as well as noninstructional faculty. In particular, the report examines faculty composition (employment and tenure status, academic rank, highest degree, and social/demographic characteristics); work requirements (workweek, time allocation, instructional workload, research productivity, workload satisfaction); and salaries (overall compensation, by source of income, and satisfaction with salary and benefits). Some of the changes from 1987 to 1992 highlighted by the report include: an increase in the percentage of part-time instructional faculty; no change in the percentage of faculty who held the rank of full professor; a decline in the percentage of tenured faculty; some "aging" of both faculty and staff; an increase of 6 percent in female faculty; little change in the percentage of white, full time faculty; less satisfaction with workloads; a fairly constant level of research productivity; little change in the overall duration of the work week; and salaries keeping pace with inflation. The four appendices include supplementary tables, technical notes, standard error tables and survey questionnaires. (LEE)

ED 412 889 HE 030 682

Oblinger, Diana G., Ed. Rush, Sean C., Ed.

The Future Compatible Campus. Planning, Designing, and Implementing Information Technology in the Academy.

Report No.—ISBN-1-882982-19-3

Pub Date—1998-00-00

Note—280p.

Available from—Anker Publishing Company, Inc., 176 Ballville Road, P.O. Box 249, Bolton, MA 01740-0249 ($35.95).

Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, Community Services, Computer Assisted Instruction, Computer Mediated Communication, *Computer Uses in Education, Educational Change, Educational Environment, Educational Technology, Electronic Libraries, Evaluation Criteria, Futures (of Society), Higher Education, *Information Technology, Innovation, Long Range Planning, Measurement Techniques, Networks, *Organizational Change, Partnerships in Education, Performance Factors, Program Design, Program Implementation, School Administration, *Strategic Planning, Student Personnel Services, Technology Transfer

Identifiers—Infrastructure, Wake Forest University NC

This collection of 16 monographs centers around the theme the "future compatible campus," which is based on the premise that higher education will become a "connected campus" in a technology-enabled environment consisting of three components: connected learning, connected service to the community; and connected management. In Part 1, titled "The Rationale for the Future Compatible Campus," Kristine A. Hafner and Diana G. Oblinger write on "Transforming the Academy." Part 2, "Planning for the Future," includes the following selections: "A Strategy for I/T Investments" (William H. Graves); "Strategic Information Technology Planning in Higher Education (Charles R. Moran); "Staging for the Launch: An Implementation Planning Framework" (Thomas C. Wunderle); and "Student Services for the 21st Century: Creating the Student-Centered Environment" (Martha A. Beede and Darlene J. Burnett). Part 3, "Moving Toward the Future in Teaching and Learning" includes the following: "Student Mobile Computing" (Diana G. Oblinger, Mark Resmer, and James R. Mingle); "Wake Forest University's Strategic Plan for Technology;" (David G. Brown); "Collaborative Learning" (Edwin J. Pinheiro); "Instructional Technology and the Mainstream: The Risks of Success" (William H. Geoghegan); and "Making Ends Meet: A Faculty Perspective on Computing and Scholarship" (James S. Noblitt). Selections in Part 4, "Developing the Infrastructure," include: "The Importance of the Campus Network Infrastructure" (Richard Nichols); "Planning for Success: Are You Ready for Client/Server?" (David L. Bellamy and Danuta C. McCall); "Designing Classrooms for the 21st Century" (Kathryn L. Conway); "Prepare Today for the Digital Library of Tomorrow" (Richard P. Hulser); and "Managing Innovation: Project Implementation in Higher Education" (D. Lawrence Bivins). In Part 5, "Measuring Success" is examined by James W. Cortada in "Knowing How It Is All Working: The Role of Performance Measurements." (Most articles contain references.) (CH)

ED 412 890 HE 030 683

Gardner, John N. Van der Veer, Gretchen

The Senior Year Experience. Facilitating Integration, Reflection, Closure, and Transition.

Report No.—ISBN-0-7879-0927-0

Pub Date—1998-00-00

Note—351p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104; phone: 415-433-1740; fax: 800-605-2665 ($34.95).

Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Ancillary School Services, Career Counseling, *Career Planning, Citizenship Education, College Curriculum, College Programs, College Role, *College Seniors, Cultural Awareness, Curriculum Development, Education Work Relationship, Extracurricular Activities, Graduate Study, Higher Education, Multicultural Education, Outcomes of Education, Program Design, Program Development, Program Implementation, Student College Relationship, *Transitional Programs

Identifiers—*Capstone Courses, *Senior Year Experience

The theme of this collection of 17 monographs is defined as the "senior year experience," that final period of the undergraduate experience leading to entry into graduate school or the workplace. Part 1, "Understanding the Unique Needs of Today's Seniors," examines the characteristics and needs of senior as they make the transition from classroom to work. Included are the following selections: "The Emerging Movement to Strengthen the Senior Experience" (John N. Gardner, Gretchen Van der Veer); "Objectives and Benefits of Senior Year Programs" (Joseph B. Cuseo); "Moving On: Seniors as People in Transition" (Arthur W. Chickering and Nancy K. Schlossberg); "A President's Personal and Historical Perspective" (Arthur Levine); and "Are College Seniors Prepared to Work?" (Philip D. Gardner). Part 2, "Enhancing the Senior Year Experience," relates senior year experiences to institutional academic, administrative, and student affairs practices. Titles include: "Curricular Structures for Cumulative Learning" (Barbara Leigh Smith); "Preparing Students for Life Beyond the Classroom" (Elwood F. Holton III); "Leadership Education in the Senior Experience" (Stephen W. Schwartz and Nance Lucas); "Developing Civic Virtue' Among College Students" (Linda J. Sax and Alexander W. Astin); "Strengthening the Ties That Bind: Cultural Events, Rituals, and Traditions" (George D. Kuh); and "Creating Pathways to Graduate School" (Richard B. Lawhon). Part 3 looks at the roles that specific offices or campus facilities can play in addressing issues related to the senior experience. Titles here are: "Comprehensive Career Services for Seniors" (Denise Dwight Smith and Linda K. Gast); "College-to-Career Transition Programs for Multiethnic Students" (Linda Bates Parker, Katrina S. Jordan, and Ann E. Keeling); and "Preparing Seniors for Roles as Active Alumni" (Jeffrey W. Johnson and Peter D. Eckel). Issues such as assessment, policymaking, and program development are addressed in Part 4. Titles are: "Looking Back, Moving Ahead: Assessment in the Senior Year" (Karl L. Schilling and Karen Maitland Schilling); "Mobilizing Campus Support for Senior Year Programs" (William L. Thomas, Jr.); and "A Summary Agenda for Enriching the Senior Year" (John N. Gardner and Gretchen Van der Veer). Two resource sections are appended; one titled "Capstone Experiences: A Primer," and the other "Syllabus for a Senior Capstone Transition Course" (John N. Gardner). (Contains approximately 200 references.) (CH)

ED 412 891 HE 030 684

Lowenstein, Ralph L.

Pragmatic Fund-Raising for College Administrators and Development Officers.

Report No.—ISBN-0-8130-1525-1

Pub Date—1997-00-00

Note—128p.

Available from—University Press of Florida, 15 Northwest 15th St., Gainesville, FL 32611; phone: 1-800-226-3822 ($24.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Advisory Committees, Capital, Committees, Corporate Support, Donors, Educational Finance, *Fund Raising, Higher Education, Institutional Advancement, Letters (Correspondence), Partnerships in Education, Philanthropic Foundations, Planning, Private Colleges, *Private Financial Support, *Proposal Writing, *Recordkeeping, School Business Relationship, Writing (Composition)

This book offers practical advise and specific tools and strategies for both new and veteran fund raisers. Chapters cover issues such as how to recognize and approach a potential donor, how to organize a capital campaign committee, how to arrange successful meetings for advisory boards, how to approach foundations, and how to write compelling proposals. Extensive exhibits include a sample donor gift record sheet, an annual scholarship brochure, alumni publications, and 13 sample letters for invitations, for various types of thank-you situations, to recognize an alumnus, of condolence, regarding sale of property, of thanks following a meeting, to transmit a proposal, to confirm an agreement, to remind a donor of a pledge payment due, to introduce a scholarship recipient, and to ask for additional gifts. (LEE)

IR

ED 412 892 IR 018 338

Ponder, Tim, Comp. Ropog, Marty, Comp. Keating, Joseph, Comp.

Computer Viruses. Technology Update.

Kent State Univ., OH. Ohio Literacy Resource Center.

Pub Date—1997-00-00

Note—5p.; Compiled from information from the Internet.

Available from—Available on the World Wide Web at: http://literacy.kent.edu/oasis/pubs/0500-4.html

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, *Computer Security, Computer Software, Disk Drives, Floppy Disks, Information Sources, Information Technology, Microcomputers, *Prevention, Problems, Risk Management, Technical Assistance

Identifiers—*Computer Viruses, Data Security

This document provides general information on computer viruses, how to help protect a computer network from them, measures to take if a computer becomes infected. Highlights include the origins of computer viruses; virus contraction; a description of some common virus types (File Virus, Boot Sector/Partition Table Viruses, Trojan Horses, and Stealth Viruses); and prevention. A list of common virus symptoms and resources for technical support are included. (AEF)

ED 412 893 IR 018 351

Coley, Richard Cradler, John Engel, Penelope K.

Computers and Classrooms: The Status of Technology in U.S. Schools. Policy Information Report.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—1997-00-00

Note—71p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Information, Cable Television, *Computer Assisted Instruction, Computer Literacy, Computer Software Evaluation, Computer Uses in Education, Computers, Courseware, *Educational Assessment, *Educational Technology, *Elementary Secondary Education, Internet, Local Area Networks, Models, Optical Data Disks, Statistical Data, Teacher Competencies

Identifiers—*Access to Technology, Computer Use, Connectivity, Multimedia Computer Systems, United States

The purpose of this report is to provide a "snapshot" of the status of technology use in United States schools. The report focuses on the following: school access to technology; student use of computers; evaluating the impact of educational technology; connecting teachers and technology; assessing the content and quality of courseware; and the costs of educational technology. Statistics for these issues are summarized and highlighted at the beginning of the report. Charted figures include: (1) technology penetration in U.S. public schools 1995-96; trends in the numbers of students per computer; the number of students per computer, multimedia computer, cable tv, internet access, CD-ROM, local area networks, videodiscs, and satellite technology compared to the number of Title I students, the number of minority students, and also compared by state; (2) students' use in 1994 of computers: at home and school, for school work, students with teachers teaching reading, U.S. history/social studies, and geography, use in mathematics, use by college-bound seniors, and computer-related coursework or experience of college-bound seniors by gender and race/ethnicity and in various subjects or experience; (3) percentage of teachers who had at least nine hours of training in education technology in 1994, by state; states requiring courses in educational technology for a teaching license, 1996; (4) courseware evaluation and application "road map"; number and percentage of courseware rated as "exemplary, desirable," and percentage not recommended by the CITC (California Instructional Technology Clearinghouse) from 1991 to 1995; for science, mathematics, history/social science, and English/language arts, 1995; integrating technology into the curriculum; (5) costs of four technology deployment models; ubiquitous LAN with local server and high-speed line model; average annual costs for fiber-optic broadband deployment to all U.S. public schools with three scenarios and two deployment schedules; and the percentage of schools in high-cost areas, by locality. (Contains 43 charts.) (AEF)

ED 412 894 IR 018 531

National Survey of Internet Usage: Teachers, Computer Coordinators, and School Librarians, Grades 3-12.

Market Data Retrieval, Inc., Shelton, CT.

Pub Date—1997-00-00

Note—300p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Information, *Computer Uses in Education, Curriculum Development, Educational Resources, Elementary Secondary Education, Inservice Teacher Education, Instructional Material Evaluation, Instructional Materials, *Internet, Librarians, Media Specialists, *National Surveys, School Libraries, *School Statistics, Tables (Data), Teachers, *Use Studies, User Needs (Information), Users (Information)

Identifiers—Barriers to Participation, Market Research, Product Development

A study was conducted to assess the number and type of schools and educators who use the Internet/World Wide Web. The national survey was conducted in November and December of 1996, and included 6,000 teachers, computer coordinators, and school librarians currently working in grades 3-5, 6-8, and 9-12. At the elementary level, classroom teachers were surveyed; at the secondary level, English, Math, Social Studies and Science teachers were polled. The survey achieved a response rate of 11.4% (n=681). The survey results will provide educational product developers and marketers with objective information on how the K-12 market is utilizing the Internet to address curriculum and inservice training issues, and what types of products and services are most likely to succeed in the near future. Factors investigated in the study include: characteristics of Internet-using educators and schools; web sites considered appropriate for students; profiles of four popular web sites; curriculum areas best supported by web resources; primary activities students engage in when using the Internet; most important benefits for students and teachers; web site features which persuade educators to use them regularly; specific things educators want on the web; ratings of web sites hosted by publishers; school budgets and plans for the Internet; needs and obstacles educators face when using the Internet; and pros and cons of using the Internet. Results indicate four important themes of what educators want: (1) greater access to the Internet, especially in the classroom; (2) materials supporting "real" curriculum areas and actual textbooks used in classrooms; (3) more organization and content evaluation by subjects and grade levels; and (4) more training for teachers. Contains 106 data tables, comprising more than half the document. (SWC)

ED 412 895 IR 018 532

Heidenreich, Bill

The Effects of HyperStudio on the Achievement of Seventh Grade Social Studies Students.

Pub Date—1992-05-22

Note—58p.; "0625: Field Project."

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Authoring Aids (Programming), Computers, Cooperative Learning, *Educational Media, Educational Technology, Electronic Publishing, Grade 7, *Hypermedia, Instructional Effectiveness, Junior High Schools, *Multimedia Instruction, Multimedia Materials, Nonprint Media, Social Studies, Student Attitudes, Student Needs, Teachers

Identifiers—*HyperStudio, Technology Integration

To meet the changing needs of students, teachers and schools need to create a more visually stimulating learning environment. The modern needs of visual learners can be met through students creating hypermedia stacks that can be viewed and heard by both teachers and students alike. The visual images, sights, and sounds provided in these resources can have a positive impact on student learning, retention, motivation, attention, and achievement. This study investigates the effects of HyperStudio—a multimedia authoring tool—on the achievement of seventh grade social studies students. After approximately three weeks, the students (n=17) who were instructed using HyperStudio did not achieve statistically significant higher scores on the post-test than the students (n=17) whose instruction did not include HyperStudio. The study showed that the HyperStudio instruction method was not effective in raising the achievement level of the participating students. However, students in the experimental group had a more positive attitude toward learning, their partner, and cooperative learning. Appendices include: sample experimental lesson plan; demographic survey; attitudinal questionnaire and scoring key for both the experimental and control groups; and pre- and post-test grades and results. (Contains 43 references.) (SWC)

ED 412 896 IR 018 545

Binkley, Dave Long, Kristina

The Western Canada Virtual Union Catalogue: Integrating Document Requesting into Z39.50 and Other Search Clients.

Pub Date—1997-00-00

Note—12p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/binkley.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Databases, Document Delivery, Foreign Countries, Higher Education, *Information Retrieval, Interlibrary Loans, Library Cooperation, *Library Networks, *Online Searching, Online Systems,

Reference Services, Shared Library Resources, Union Catalogs, *User Needs (Information)
Identifiers—*Canada (West), Z39 50

The widespread implementation of search protocols, primarily Z39.50, in combination with the spread of the World Wide Web makes possible a high degree of integration and standardization of search services. This paper describes a project which seeks to combine in a seamless fashion the searching of periodical indexes and library OPACs with document requesting for patrons of a consortium of academic libraries in western Canada. Participating institutions in the Council of Prairie and Pacific University Libraries (COPPUL) include: Universities of Athabasca, Alberta, British Columbia, Calgary, Saskatchewan, Simon Fraser University, Victoria, Manitoba, Winnipeg, and Lethbridge. A program was developed which allows the user to query various full text sources or to place interlibrary loan requests from within the Web-based search session. The document addresses a number of issues, including: patron authentication, querying on Z39.50 compatible databases, supporting differing library configurations within a consortium, user interface design issues, and problems surrounding holdings statements. Procedural diagrams are included. (Author/SWC)

ED 412 897 IR 018 546
Hufford, Jon R. Johnson, William T.
Developing a Program of Internet Workshops and Seminars at Texas Tech University Library—1993 to the Present.
Pub Date—1997-00-00
Note—9p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.
Available from—Electronic version: http://www.library.ucsb.edu/universe/hufford.html
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Faculty, Higher Education, *Internet, Library Extension, *Library Instruction, Library Personnel, Library Planning, *Library Services, *Online Searching, Reference Services, User Needs (Information), *Users (Information), *Workshops
Identifiers—*Historical Background, Texas Tech University

This paper discusses the development since late 1993 of a program of Internet workshops and seminars offered to the Texas Tech University community. The discussion includes the program's history; the evolving process of planning, organizing, advertising, and managing; the politics involved; the effort to motivate colleagues to participate; the quest for new equipment to support the program; and participant training. Also included is a description of the goals of the workshops and seminars and the decision to offer new sessions that will more closely match the interests of particular groups of library patrons. The new sessions are designed to assist patrons in finding Internet resources on such topics as finding a job, traveling in the United States and abroad, and locating family and community resources on the Internet. In addition, the Library has made an effort to attract the off-campus community to the sessions and has plans for improving the program in the future. This paper provides practical information for librarians involved in the early stages of developing a series of Internet workshops and seminars. Also, it provides useful information to librarians who already have programs but would like to find out what other librarians are doing. (Author/SWC)

ED 412 898 IR 018 547
Wallach, Ruth
An Embarrassment of Riches.
Pub Date—1997-00-00
Note—7p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.
Available from—Electronic version: http://www.library.ucsb.edu/universe/wallach.html
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, Computer Networks, *Electronic Libraries, Higher Education, Intellectual Property, *Internet, Librarian Teacher Cooperation, Librarians, Library Instruction, *Online Searching, Online Systems, *Reference Services, *Research Tools, User Needs (Information)
Identifiers—*University of Southern California

Geared toward librarians who frequently work with faculty and graduate students, this paper summarizes the experience of the library at the University of Southern California in organizing and conducting several subject specific workshops on using the Internet as a research medium. It examines the practical issues on how to approach the task of teaching researchers something new and explores the more theoretical question of whether such workshops afford a new collaborative environment between librarians and specialists in particular disciplines. Observations from the workshops are provided. Conclusions include: (1) intellectual property issues play an important role in a researcher's decision to publish their work on the Internet; (2) the instability of Internet resources is a concern; (3) many researchers are mainly interested in automating some of their research, but not in other opportunities on the Internet; (4) many people see the curricular potential of the Internet—as a 24-hour source for traditional and non-traditional resources and for the possibility of altering and revitalizing courses; and (5) in non-traditional research areas, or areas susceptible to technological changes, there may be an interest in developing electronic libraries to support the changing curriculum. (Author/SWC)

ED 412 899 IR 018 548
Doyle, Carol Martorana, Janet
Constructing Career Connections: Building a Webpage for the Job Seeker.
Pub Date—1997-00-00
Note—6p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.
Available from—Electronic version: http://www.library.ucsb.edu/universe/doyle.html
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Career Counseling, Career Information Systems, Career Planning, Careers, Computer Uses in Education, *Employment, Employment Opportunities, Higher Education, *Instructional Materials, Internet, *Job Applicants, Job Search Methods, Library Services, Occupational Information, Online Searching, *World Wide Web
Identifiers—Computer Assisted Counseling, Job Announcements, Job Information Service, Subject Specialists, University of California Santa Barbara, *Web Pages

Intended for those interested in the development of webpages and their use in instruction, this paper discusses the development of a career and job information webpage on InfoSurf, the University of California at Santa Barbara Library's website. The career webpage was created to serve as an instructional and career counseling tool, and corresponds with the structure of the workshops given on using the World Wide Web to find jobs. The webpage is also intended to be used outside the workshops, as a starting point for job-seekers. It integrates Web and non-Web resources within a framework of the career selection and job-hunting process. The paper describes the overall structure of the page, page design and organization of the page, instruction features on the page, the specific criteria for evaluation and selection of sites, page maintenance and revision, and promotion. The career page is classified as one of the "subject collections" on InfoSurf, which are developed and maintained by the library's subject specialists who identify, select, and provide a structure for Internet resources. The career webpage is primarily for use by the UCSB community. (SWC)

ED 412 900 IR 018 549
Edwards, Doralyn H.
Navigating the Universe of the Web Information in the Multimedia Classroom.
Pub Date—1997-00-00
Note—6p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.
Available from—Electronic version: http://www.library.ucsb.edu/universe/edwards.html
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Libraries, Access to Information, *Course Integrated Library Instruction, Faculty, Higher Education, Information Retrieval, Internet, *Librarian Teacher Cooperation, Multimedia Instruction, *Online Searching, Reference Services, *Search Strategies, Students, User Needs (Information), *World Wide Web

While most librarians are aware of the increasing amount of electronic resources available in and from libraries, they may not realize how much World Wide Web information is being used in higher education classrooms. Making a web page with links to related sites for use in class and instructing students on finding Web information can be a daunting task for many faculty members and teachers. Librarians are filling a new role in the classroom by providing assistance in searching the Web for class resources, and teaching Internet searching techniques. This paper focuses on librarians' experiences in a new experimental multimedia classroom at Rice University (Texas). It details the role one librarian has had in re-examining the traditional roles of a librarian and how those can be applied to working with faculty using the World Wide Web in a multimedia classroom environment. The paper discusses selecting web resources and teaching web searching techniques for a Physics and Astronomy class. It covers how librarians can manage the collaboration process with faculty, searching the Internet for resources, evaluating resources, organizing web pages, and teaching Internet searching to students and faculty. (SWC)

ED 412 901 IR 018 550
Hughes, Kenneth
Web-Writing in One Minute—and Beyond.
Pub Date—1997-00-00
Note—5p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from

the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/hughes.html

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Networks, Computer Uses in Education, Information Dissemination, *Information Networks, Internet, Librarians, *Library Instruction, Library Services, Online Searching, Online Systems, *Users (Information), *World Wide Web

Identifiers—*Home Pages, *HTML

This paper describes how librarians can teach patrons the basics of hypertext markup language (HTML) so that patrons can publish their own homepages on the World Wide Web. With proper use of handouts and practice time afterwards, the three basics of HTML can be conveyed in only 60 seconds. The three basics are: the basic template of Web tags, used for all web pages, which can be copied from a standing file; certain typed characters that cannot be used as is; and a tag for a hyperlink. Suggestions are provided for customizing the 60-second web lesson for the needs of different patrons. Before learning any tags beyond the basics, a person should plan their Web page, and decide how their subject should be divided. The paper provides other basic tags: for clearly organizing and emphasizing parts of a page; for adding more "flash" by adding images; and for adding an e-mail link tag. Perhaps the ultimate goal of a Web teacher is to encourage people not only to complement their Web browsing with their own page, but to begin exchanging specific e-mail with others about their pages and interests. This level of engagement can truly show people the value of information and the newest methods of finding it. (SWC)

ED 412 902 IR 018 551

Breeze, Jerry Cramer, Jane Hellman, David

The Web for Documents Librarians.

Pub Date—1997-00-00

Note—5p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http:/www.library.ucsb.edu/universe/breeze.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Computer Mediated Communication, Computer Networks, *Depository Libraries, *Government Publications, Higher Education, *Information Dissemination, Internet, Library Collections, Library Services, Online Searching, User Needs (Information), *World Wide Web

Identifiers—City University of New York Brooklyn College, Columbia University NY, Home Pages, New York University

The World Wide Web is a powerful and versatile resource for documents librarians. It can serve as a source of information for patrons looking for government information, as a means of publicizing and distributing local information and services beyond the walls of the depository library, as a tool for more effective administration of a documents collection, and as a resource for building and maintaining a presence on the Web itself. This paper describes three librarians' different approaches and uses of the Web in their depository libraries at Columbia University, Brooklyn College, and New York University. The paper discusses useful tools and publications, about both Web development and government documents. Three basic principles for the ongoing care required for these documents web sites are: (1) simplicity; (2) borrow non-copyrighted source code and graphics from others; and (3) evolve—reassess the site's arrangement and verify links. (SWC)

ED 412 903 IR 018 552

Absher, Linda

Beyond Clip Art: Creating Graphics for the Web.

Pub Date—1997-00-00

Note—10p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/absher.html

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Computer Graphics, Computer Networks, *Computer Software, Display Systems, Internet, Librarians, Library Services, Microcomputers, Online Systems, *Screen Design (Computers), User Needs (Information), Users (Information), *World Wide Web

Identifiers—Browsing, *Home Pages

For many librarians and information specialists, the World Wide Web presents a challenge, not only in terms of organizing information, but in creating a visual package that piques the user's curiosity and interest as well as provides orientation to a site. Creating original graphics gives a Web site a unique identity, and forces the designer to think carefully about the layout and hierarchies of the site before creating it. The best way to come up with ideas is to look at other web sites, but it is crucial to consider the future site's audience and the library's resources for building and maintaining the site. This paper provides an introduction and overview for those who do not have formal art or design training but are interested in creating graphics for the Web. Topics include: determining a "look" for Web pages; essential software for creating graphics; Web page layout; and designing graphics for various platforms and Web browsers. The paper also describes the difference between GIF and JPEG graphics format, and provides tips for dealing with color for the Web. For librarians who need to create a Web site, creating the graphics is their opportunity to give the library a unique identity in a new medium. (Author/SWC)

ED 412 904 IR 018 553

Briden, Judi Reeb, Brenda Zhang, Allison

One-Stop Shopping: Presenting Disparate Electronic Resources through a Single Interface.

Pub Date—1997-00-00

Note—12p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/briden.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Access to Information, Computer Networks, Computer Security, Higher Education, Information Dissemination, Internet, *Library Catalogs, *Library Networks, Library Services, *Online Catalogs, Online Systems, Optical Data Disks, *Screen Design (Computers), Users (Information), *World Wide Web

Identifiers—Barriers to Implementation, *Technology Integration, *University of Rochester NY

The Electronic Resources Team at the University of Rochester (New York) River Campus Libraries pursued the concept of one-stop shopping as a component of their new integrated library system Voyager, which debuted in January 1997. Faced with a growing variety of electronic resources with no single guide to their existence and access, the Team dealt with a number of issues to create a unified group of Web pages providing information and, where possible, desktop access to the University of Rochester community. These pages are accessible within Voyager through the Windows client in the libraries and the World Wide Web gateway for remote users. Issued included logical presentation through a single interface of such disparate resources as both licensed and unrestricted remote Web and Telnet resources, some requiring CGI scripting, as well as CD-ROMs on standalone workstations and on local area networks (LANs). These resources are spread across eight separate libraries and the Internet. Content includes bibliographic indexes, electronic journals, and full-text and numeric databases. This paper covers specific elements in the development of the one-stop shopping concept, with considerations relevant for other institutions, including: resource formats; audience; access; security; web page design and maintenance; layering for individual choice; user support; specific achievements and barriers faced at the University of Rochester; and implications for future development. (Author/SWC)

ED 412 905 IR 018 554

Reagan, Michael J.

An Accent on Access: Writing HTML for the Widest Possible Audience.

Pub Date—1997-00-00

Note—11p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/reagan.html

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Accessibility (for Disabled), Audiotape Recordings, Computer Graphics, Computer Networks, Display Systems, Internet, Multimedia Materials, Online Systems, *Screen Design (Computers), Sound Effects, Technological Advancement, User Needs (Information), *Users (Information), Videotape Recordings, *World Wide Web

Identifiers—Home Pages, *HTML

World Wide Web authors are often tempted to use the latest and sexiest means to present their information. "Hot" and "cool" sites use dancing graphics, frames, tables, specific fonts, and background and foreground colors to entice the reader and delight the eye. Sound clips often convey emotional content that cannot be expressed in text, and digital video clips present movement. However, the use of these means tends to disenfranchise some users. It is important to consider potential users' limitations, and make information accessible to all. Deaf readers need text support for sound clips, as well as visual clues to any audio stimuli, including beeps and bells. Blind readers need to be able to access the information content through text presented in a linear manner, so that it can be rendered as sound through their specialized equipment. Readers at the end of a telephone line need access to the information content even when they turn off the display of online images, and readers with older computers need pages that work with a text browser, such as Lynx. This paper describes hypertext markup language (HTML) coding techniques to enhance accessibility without totally forsaking attractiveness. The paper is intended for Web authors who can understand HTML tagging without lengthy explanations. (Contains 15 references.) (Author/SWC)

ED 412 906 IR 018 555

Truelson, Judith A.

Transforming the Web into a Forum for Academic Research: The USC Doheny Electronic Resources Center Model.

Pub Date—1997-00-00

Note—7p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/truelson.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Access to Information, *Computer Centers, Computer Networks, Computer Uses in Education, *Curriculum Enrichment, Faculty, Futures (of Society), Higher Education, Information Dissemination, Information Networks, Internet, *Librarian Teacher Cooperation, Librarians, Microcomputers, *Multimedia Materials, Online Systems, *Research Needs, Research Tools, Users (Information), *World Wide Web

Identifiers—*University of Southern California

Evidence suggests that use of multimedia or new media can enhance selected areas of the curriculum. Library planners at the University of Southern California (USC) believe that use of multimedia to transform the World Wide Web into a research forum for scholars in the humanities facilitates and even ensures the eventual use of this material in the curriculum. This use also affords researchers a more flexible and accessible research forum. The USC Doheny Electronic Resources Center was established in September 1996 to foster a collaborative environment between researchers and librarians in creating and disseminating electronically based multimedia research resources. The center serves as a key multimedia, electronic research resource for the Humanities and Social Sciences divisions of the College of Letters, Arts, and Sciences, the Annenberg School of Communication, and the School of Theater. This paper describes the center, its goals and objectives, equipment, review and proposal criteria for center projects, and a brief description of its first five projects. Successes and challenges, and a forecast of future projections for the center are described. The value added role for the librarian of the future will be location, filtering, and customization of multimedia information, and re-education of the faculty. (SWC)

ED 412 907 IR 018 556

Clay, Sariya Talip Harlan, Sallie Swanson, Judy

The Launching Pad: Delivering Information Competence through the Web.

Pub Date—1997-00-00

Note—11p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/clay.html

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Computer Graphics, Computer Software, *Computer Uses in Education, Educational Innovation, Higher Education, *Information Skills, Internet, Librarians, Library Instruction, Microcomputers, *Multimedia Instruction, Multimedia Materials, *Online Systems, *World Wide Web

Identifiers—*California Polytechnic State University

Traditionally, librarians have used printed workbooks to teach students basic information skills. With the emergence of the World Wide Web, opportunities are available to transform these static and linear tools into dynamic, interactive instructional resources. This paper describes the efforts of librarians at California Polytechnic State University to create interactive Web-based modules to teach information competence. The electronic workbook utilizes split screen technologies and places heavy emphasis on the use of graphics, images, sample pages, excerpts from full-text sources, citations, and other relevant materials to provide a realistic learning environment. The electronic workbook allows students to view instructional tips, examples and exercises, and simultaneously record answers on an electronic assignment sheet. The paper provides information on: background and overview of the project; the project team; delivering information competence through the Web; the step-by-step process involved in creating the Web-based tutorials; and hardware and software used in developing the tutorials. Steps in the development process were: (1) determining a list of core competencies; (2) determining the content for each tutorial; (3) developing tutorials as a wordprocessed "storyboard" document (instruction and workbook); and (4) mounting the tutorials on the web. Advantages and disadvantages of Web-based instruction are also discussed. (Author/SWC)

ED 412 908 IR 018 557

Saliba, Elizabeth Shoemaker, Kellie

Brave the Wave: Using the Internet for Student Research.

Pub Date—1997-00-00

Note—39p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/shoemaker@mc.maricopa.e du

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Bibliographies, Elementary Secondary Education, *Information Seeking, *Information Sources, *Internet, Librarians, Online Searching, Public Libraries, School Libraries, *Student Research, Teachers, Two Year Colleges, *User Needs (Information)

Identifiers—Arizona (Mesa)

This paper offers practical help to the busy professional who lacks the time to search the Internet for authoritative and appropriate information. The document is intended for upper elementary to junior college school librarians, public librarians, and teachers who are interested in using the Internet to help students with reports and homework assignments. Compiled by librarians at Mesa Public Library (Arizona) to assist students with homework and research needs, this comprehensive hypertext bibliography covers the most common and frustrating questions posed by students. Three steps were involved in compiling the Internet resources: assessing which subjects to cover, searching for sites, and evaluating the sites. Factors that were considered in selecting the sites included: currency, availability, reading level, language, source reliability, and subject popularity. The list of about 200 Internet sites are arranged by categories and subjects: careers; geography; government; history; literature; mathematics; medicine; Native American; news; science; social issues; and statistics. Each entry includes an Internet address and brief description of the site. Evaluation criteria for web sites is appended. (SWC)

ED 412 909 IR 018 558

Cruse, Patricia DeDecker, Sherry

How To Effectively Locate Federal Government Information on the Web.

Pub Date—1997-00-00

Note—15p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/dedecker.html

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Networks, Databases, Demography, *Federal Government, *Government (Administrative Body), *Government Publications, Governmental Structure, Internet, Legislation, *Online Searching, Online Systems, *Search Strategies, Statistical Data, User Needs (Information), *World Wide Web

Information from the U.S. Government is appearing with increasing frequency on the Internet. In many cases, the Internet is the only place to locate important government information. Virtually all agencies maintain their own web pages, which include linked statistical data, news releases, and other full-text publications. In the future, more data will be in online format rather than standard print sources, and searching the Web will become the primary means of locating government data. This paper shows how to maximize retrieval of federal government information on the Web. It first describes and illustrates the organizational structure of the Federal Government, knowledge of which is one of the keys to finding federal information on the Web. The paper then addresses: using search engines and subject indexes to locate federal information; tips on how to locate government agencies on the Web; search strategies to locate government regulations and legislation; and how to find statistics, demographics, and other useful data. Some of the major issues associated with government information in an electronic environment are explored. Includes 27 search questions and answers for practice in searching for government information. (Author/SWC)

ED 412 910 IR 018 559

Just, Melissa L.

Web-Based Slide Presentations.

Pub Date—1997-00-00

Note—14p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/just.html

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Audiovisual Aids, Computer Software, *Display Aids, Higher Education, *Hypermedia, Internet, *Library Instruction, Microcomputers, Multimedia Instruction, *Screens (Displays), *World Wide Web

Identifiers—*HTML, University of Southern California

At the University of Southern California's Norris Medical Library, seminars on World Wide Web topics are given to faculty, staff, students, and to community health care providers at remote sites. The presentations have been given using presentation software such as Microsoft PowerPoint, while running Netscape in the background, switching between the two programs as needed. However, this setup requires a large amount of computer memory and, since both programs are graphically intensive, simultaneous use often alters the coloration of the slides or Web pages. This paper explains how to develop Web-based slides using HTML templates. The resulting product makes Web presentations more seamless, is platform independent, and completely portable. In addition, the use of HTML templates makes building a Web based presentation simple and fast. The paper provides a sample HTML template, and describes: using graphical elements; using the color cube to ensure the correct colors will be displayed in the final product; style considerations for Web-based presentations; drawbacks to using Web-based slide presentations; and future enhancements to improve Web presentations. As improvements are made to the traditional presentation software packages and to Web site management tools, the need to creates slides from scratch will be obsolete. (SWC)

ED 412 911 **IR 018 560**

Coates, Renata G. Fanshier, Marsha

Survey Data on Your Desktop: The Future for Library Managers.

Pub Date—1997-00-00

Note—14p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/coates.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Access to Information, Higher Education, Institutional Research, *Library Research, Library Statistics, *Library Surveys, *Research Utilization, *Use Studies, Users (Information), *World Wide Web

Identifiers—University of California San Diego

The University of California San Diego (UCSD) Libraries User Survey was designed to have its results in machine-readable form. Library management, anticipating the need for detailed statistics for future decision making, required that the survey results be manipulatable by library managers. Responses to the 1996 use survey were solicited from three primary user categories: undergraduates, graduate students, and faculty. The data is accessible through an interactive website, and allows universal access from any individual's desktop. The user survey website features: interactive query-based access from Web forms; formatted tables; analytical functionality including cross-tabs and graphing; and data file format export capabilities. Survey responses can be considered against a number of variables, including gender, year in school and major for students, and department and number of years at the university for faculty. The paper describes the design of HTML forms, output files, programming, and data application. The majority of the paper provides a detailed example of use of the survey data by a hypothetical branch manager assessing usage in relation to library hours. (Contains 12 references.) (SWC)

ED 412 912 **IR 018 561**

Kesten, Philip R.

ERes—A Web-Based Electronic Reserve System.

Pub Date—1997-00-00

Note—6p.; Paper presented at "The Universe at Your Fingertips: Continuing Web Education." Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, Friends of the UCSB Library, and the Black Gold Cooperative Library System Reference Committee (Santa Barbara, CA, April 25, 1997). For papers from the proceedings of this conference, downloaded and printed out from the UCSB Web site, see IR 018 545-561.

Available from—Electronic version: http://www.library.ucsb.edu/universe/kesten.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Computer Networks, Computer Software, *Computer Software Evaluation, Computer Uses in Education, *Electronic Text, Higher Education, *Information Dissemination, Information Sources, Internet, Online Systems, User Satisfaction (Information), *World Wide Web

Identifiers—*Library Reserve, *Reserve Book Collections, Santa Clara University CA

ERes, an electronic reserve system, allows faculty and staff to make documents available on the World Wide Web without requiring any technical skills. The system was developed at Santa Clara University (California). This paper provides an overview of ERes and includes: technical information; the user interface for entering and viewing documents; features and functions of the program; system administration; and the experiences of the faculty, staff, and students who have used ERes at Santa Clara University. ERes makes use of short, intuitive, on-screen forms together with a point-and-click interface to make it quick and easy to put documents of any format—word processor files, Excel spreadsheets, and handwritten homework solutions—on "reserve" on the World Wide Web. The structure of the ERes system is built around the academic course—every course in the system has its own "page," which can be customized to suit the needs of an individual course or instructor. Instructors can post announcements and other information, as well as create links to other Web resources. The ERes system was designed to require no day-to-day maintenance—a system administrator is required only to create and delete instructor accounts. Santa Clara University faculty feedback on ERes indicates that they appreciate the ease of use the system affords, and enjoy the ability to make course material instantly available. (SWC)

ED 412 913 **IR 018 568**

Junion-Metz, Gail

K-12 Resources on the Internet: An Instructional Guide. 2nd Edition, Revised and Expanded. Internet Workshop Series Number 5.

Report No.—ISBN-1-882208-22-6

Pub Date—1997-00-00

Note—236p.; Includes a diskette with over 350 bookmarks that link the user to K-12 resources. For the first edition, see ED 389 316. For the "Instructor's Supplement" to this guide, see IR 018 569.

Available from—Library Solutions Press, 5000 Windplay Rd., Suite 4, El Dorado Hills, CA 95762 ($54); fax: 916-939-9626; Email: sales@library-solutions.com; URL: http://www.library-solutions.com

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Access to Information, Computer Literacy, Educational Media, *Educational Resources, Educational Technology, *Elementary Secondary Education, Guidelines, Information Sources, Instructional Materials, *Internet, Learning Activities, Multimedia Instruction, Teaching Guides, Training, World Wide Web

Identifiers—Computer Resources, Connectivity

This book, designed as both a teaching and a learning tool, provides guidelines on how to use Internet tools (World Wide Web, e-mail, Gopher, and others) to find K-12 projects, reference sources, school assignments, fun activities, current information, pen-pals worldwide, team projects with other students around the world, special-education resources, story hour sites, and more. In addition, the book explains the Internet vocabulary; offers a variety of instructional strategies; provides information on finding updated Internet resources; and assists with administrative and policy issues. The book is divided into three modules. Module 1 gives the basic information needed for starting to use and explore the Internet. The exercises are intended to provide practice in using each tool and can be customized to meet training needs. Module 2 offers ideas about how to teach about the Internet and ways to use it in classrooms and libraries. This module provides annotated lists of useful projects and discusses advantages and disadvantages of Internet tools. Module 3 presents information and resources on the planning for Internet implementation, including the special roles of teachers and librarians. Appendices include a table comparing Gopher and the World Wide Web, and copies of acceptable use policies. This second edition contains updated sources and references, expanded information about Acceptable Use Policies and blocking software, and a new section on the differences among Web searching tools and how to use them. (AEF)

ED 412 914 **IR 018 569**

Junion-Metz, Gail

K-12 Resources on the Internet PLUS: Instructor's Supplement. 2nd Edition.

Report No.—ISBN-1-882208-23-4

Pub Date—1997-00-00

Note—50p.; "Includes Windows and Macintosh disks containing presentation slides and lists of resources corresponding to the three instructional modules in the companion volume for learners." For the related Instructional Guide, see IR 018 569.

Available from—Library Solutions Press, 5000 Windplay Rd, Suite 4, El Dorado Hills, CA 95762 ($30); fax: 916-939-9626; Email: sales@library-solutions.com; URL: http://www.library-solutions.com

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Computer Assisted Instruction, Educational Media, *Educational Resources, *Elementary Secondary Education, Guidelines, Instructional Materials, *Internet, Multimedia Instruction, *Slides, Teaching Guides, Transparencies, *Workshops

This volume is a supplement to "K-12 Resources on the Internet: An Instructional Guide" and is intended for teaching trainers that prepare Internet workshops in schools and libraries. It includes the following materials: guidelines on how to use this supplement together with the Instructional Guide in preparing a workshop; tips on how to use the Guide to teach Internet skills to K-12 professionals; 38 presentation slides for producing transparencies; disks (Windows and Macintosh) containing the following: four PowerPoint files of presentation slides for projecting in color from a computer, a Viewer file for displaying the slides, and four plain-text files of the lists of electronic discussion groups, bibliographic references, and funding sources; and a sheet of self-adhesive labels that can be placed in the "Instructional Guide" to signal when a slide should be shown. Slides are categorized under the following headlines: "Learning the Internet," "Teaching the Internet," and "Acquiring the Internet." (AEF)

ED 412 915 **IR 018 576**

Internet-Accessible Scholarly Resources for the Humanities and Social Sciences.

American Council of Learned Societies, New York, NY.

Pub Date—1997-02-00

Note—25p.; Second Series.

Journal Cit—ACLS Newsletter; v4 n4 Feb 1997

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Networks, *Educational Researchers, Electronic Publishing, Electronic Text, Futures (of Society), *Internet, Newsletters, Online Searching, *Reference Materials, *Research Tools, Search Strategies, Students, User Needs (Information)

Identifiers—*American Council of Learned Societies, Digital Imagery, Technology Integration

This newsletter focuses on the presentations of a program session on Internet-accessible scholarly resources, held at the 1996 ACLS Annual Meeting. Articles in the newsletter include: "Building the Scene: Words, Images, Data, and Beyond" (David Green); "Electronic Texts: The Promise and the Reality" (Susan Hockey); "Images on the Internet: Issues and Opportunities" (Jennifer Trant); "The World Wide Web as a Resource for Scholars and Students" (Richard C. Rockwell); "The American Arts and Letters Network (AALN)" (Charles Henry); "The National Initiative for a Networked Cultural Heritage (NINCH)" (David Green); and "Because It's Time: A Commentary on the Program Session" (Willard McCarty). An alphabetical list of 42 URLs (uniform resource locators) for Web resources mentioned in the issue is included. The newsletter concludes with an excerpt from an obituary for Paul Evan Peters (1947-1996), a partner with the ACLS in the establishment of the National Initiative for a Networked Cultural Heritage. (SWC)

ED 412 916 IR 018 578

Schofield, Janet Ward

Computers and Classroom Culture.

Report No.—ISBN-0-521-47924-X

Pub Date—1995-00-00

Note—271p.

Available from—Cambridge University Press, 40 West 20th St., New York, NY 10011-4211 (paperback: ISBN-0-521-47924-x, $16.95; clothbound: ISBN-0-521-47368-3).

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Academically Gifted, Artificial Intelligence, Change, Classroom Research, *Classroom Techniques, Computer Attitudes, Computer Science, *Computer Uses in Education, Computers, *Educational Technology, Females, *High School Students, High Schools, Sex Differences, Sex Role, Technological Advancement, Urban Schools

Identifiers—Barriers to Participation

This book explores the meaning of computer technology in schools. The book is based on data gathered from a two-year observation of more than 30 different classrooms in an urban high school: geometry classes in which students used artificially intelligent tutors; business classes in which students learned word processing; and computer science classes in which students learned programming. In addition, two dozen teachers and 250 students were interviewed. This book is for all those concerned with the changing shape of the classroom and the future of schools as well as for sociologists and psychologists interested in educational computing. The book is divided into seven chapters: (1) Introduction; (2) The GPTutor: Artificial Intelligence in the Classroom; (3) Computer Science 1: The Classroom and the Lab as Contrasting Learning Environments; (4) Computers in the Closet: Attitudinal and Organizational Barriers to Computer Use in Classrooms; (5) The Computer Room for Gifted Students: A (Bright, White Boys') Lunch Club; (6) Girls and Computer Science: Fitting In, Fighting Back, and Fleeing; and (7) Computers, Classrooms, and Change. A discussion of study methodology is appended. Author and subject indexes are provided. (Contains 251 references.) (SWC)

ED 412 917 IR 018 579

Kerr, Stephen T., Ed.

Technology and the Future of Schooling. Ninety-fifth Yearbook of the National Society for the Study of Education. Part II.

National Society for the Study of Education, Chicago, IL.

Report No.—ISSN-0077-5762

Pub Date—1996-00-00

Note—238p.; Part I, published in 1996, is entitled "Performance-Based Student Assessment: Challenges and Possibilities." Kenneth J. Rehage, Editor for the Society.

Available from—University of Chicago Press, Order Department, 11030 South Langley Ave., Chicago, IL 60628 ($28).

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Computer Uses in Education, *Cultural Influences, Educational Finance, *Educational Technology, Elementary Secondary Education, Futures (of Society), Instructional Effectiveness, Outcomes of Education, *Social Influences, Technological Advancement

Identifiers—Barriers to Innovation, Historical Background, National Society for the Study of Education, *Philosophical Influences, *Technology Integration

The National Society for the Study of Education encourages serious study of educational issues and makes the results of such studies available for informed discussion of the issues. In this volume, the issues associated with technology in the schools are placed in the context of technology as a significant and pervasive feature of contemporary life. Papers in the volume deal with cultural, social, and philosophical issues that are often ignored in discussions of the use and potential of technology in education. The book consists of 8 chapters: (1) "Visions of Sugarplums: The Future of Technology, Education, and the Schools" (Stephen T. Kerr); (2) "The American Ideology of Technological Progress: Historical Perspectives" (Howard P. Segal); (3) "Funding Educational Technology: Patterns, Plans, and Models" (Kathleen C. Westbrook and Stephen T. Kerr); (4) "Taking McLuhan and 'Medium Theory' Seriously: Technological Change and the Evolution of Education" (Joshua Meyrowitz); (5) "Learning in Wonderland: What Do Computers Really Offer Education?" (Gavriel Salomon and David Perkins); (6) "Situational Effects in Classroom Technology Implementations: Unfulfilled Expectations and Unexpected Outcomes" (Nira Hativa and Alan Lesgold); (7) "Activity-Oriented Models of Information-Based Instructional Environments" (V. V. Rubtsov and A. A. Margolis); and (8) "Integrating Technology with Instruction: One District's Experience" (John Newsom). Also included are questions for further study, name and subject indexes, information about membership in the National Society for the Study of Education, and Society publications. (SWC)

ED 412 918 IR 018 580

Trevitt, Chris

Interactive Multimedia in University Teaching and Learning: Some Pointers to Help Promote Discussion of Design Criteria.

Pub Date—1995-01-00

Note—11p.; Document is a copy downloaded from the Internet. Paper presented at the session on package development at the Computers in University Biological Education virtual conference CITI Liverpool, England, United Kingdom (January 30-February 10, 1995). Administered via: listserveliverpool.ac.uk; World Wide Web: http://www.liv.ac.uk/ctibio/CUBE95/CUBE.html.

Available from—Electronic version: http://online.anu.edu.au/Forestry/fire/mm/mm-cube95.html

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Software Evaluation, *Courseware, Educational Finance, *Educational Quality, Foreign Countries, Higher Education, *Instructional Effectiveness, *Multimedia Instruction, Multimedia Materials, *Students, User Needs (Information)

Identifiers—Australia, Interactive Systems, Student Engagement

This paper addresses criteria in the design and development of computer-based courseware. The term "interactive multimedia" describes both the technology and the demands placed on the user. It implies that the user becomes actively engaged with the subject, thereby improving the likelihood that net learning takes place. However, nothing is implied about the educational process(es) involved, or the contextual factors that could enhance educational outcome. A selection of types of Computer-Aided Learning are briefly described: tutorial, drill and practice, integrated performance support systems, simulations, interactive exploration, data bank, attention grabbers, new ways of showing data, interactive hypertext book, expert systems and artificial intelligence, computer adaptive testing, and computer managed learning. The paper looks at quality in interactive multimedia, and the larger question of the definition of quality in university teaching and learning. Refinement of ideas and goals regarding quality in learning will go a long way toward clarifying how educators might best employ the technological tools available to them. The new age economics encourages educators to think of students as the universities' customers—customer satisfaction is thus defined in terms of the extent to which educators can meet learning requirements. As insights into the educational process in an information rich environment grow, educators will be able to fashion their digital course resources into the most appropriate courseware design that fits within the myriad of constraints under which each educator operates. (Contains 14 references.) (SWC)

ED 412 919 IR 018 582

Ediger, Marlow

Computer Literacy in the Public Schools.

Pub Date—1997-10-27

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computer Software, Computer Software Selection, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, Higher Education, *Information Sources, *Public Schools, Research Tools, Standards, Students, Teacher Education

In school districts throughout the country, computer literacy is considered a top educational goal, however, too few administrators, teachers, and parents understand what the term really means. The computer plays two roles in schools: information resource—as a complement to books, magazines, video, and other media; and self-contained teaching machine—such as integrated learning systems in which the computer acts like a personal tutor, providing lessons, quick feedback, infinite patience, and detailed achievement records for students to go through at their own pace. It is important to provide workshops to educate teachers and administrators in computer skills. Different types of computer software programs can be used: tutorial software, simulation software, and problem solving software. Different thoughts about how computer use in schools should be stressed include: emphasize precise, measurable objectives prior to instruction; stress problem solving; use an idea centered technology curriculum; use a technology centered curriculum to emphasize pupil/teacher planning of objectives, learning opportunities, and evaluation procedures. The paper also covers psychology in computer use and national standards in education. (Author/SWC)

ED 412 920 IR 018 583

Joyce, Beverly Farenga, Stephen

Global Assessment of Technology in Education Scale (GATE, 1997).

Pub Date—1997-06-15

Note—6p.

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Educational Finance, *Educational Research, *Educational Technology, Elementary Secondary Education, Expenditures, Internet, Professional Development, Questionnaires, School Districts, *School Surveys, State Federal Aid, Use Studies

This survey is designed to collect information regarding current use of technology and future plans to integrate technology into the curriculum. Sixteen questions ask respondents to indicate: their current position and school or district affiliation; current and predicted use of hardware and software; confidence and interest levels for selected software and telecommunications skills; type of computer used at home and school; relative importance of technology at elementary, middle and secondary grade levels; importance of professional development activities; three most important priorities regarding technology use in school; means used to connect to the Internet at home or school; district availability of funding and training for new technologies; percentage (of total money budgeted for new technologies) of funds received in federal, state and private dollars; percentage (of the total amount of money spent on new technologies) of funding for equipment/hardware, software and professional development; current total district enrollment; current total expenditures per enrolled pupil; specific actions New York State could take to support initiatives for integrating technology in the district/school; and specific actions the higher education community could take to help support initiatives for integrating technology in the district/school. (AEF)

ED 412 921 IR 018 584

Willis, Jerry, Ed. Price, Jerry D., Ed. McNeil, Sara, Ed. Robin, Bernard, Ed. Willis, Dee Anna, Ed.

Technology and Teacher Education Annual, 1997. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (8th, Orlando, Florida, April 1-5, 1997). Volumes I and II.

Society for Information Technology and Teacher Education.

Report No.—ISBN-1-880094-25-8

Pub Date—1997-00-00

Note—1380p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF11/PC56 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Simulation, Computer Uses in Education, Cultural Pluralism, Distance Education, Educational Technology, Elementary Secondary Education, Faculty Development, Higher Education, Information Services, *Information Technology, *Inservice Teacher Education, Instructional Design, Instructional Innovation, International Programs, Mathematics Education, Multimedia Materials, *Preservice Teacher Education, Special Needs Students, Teaching Methods, Telecommunications, Training

The 370 conference papers on information technology and teacher education are presented in two volumes. The 183 papers in the first volume include the following topics: use and evaluation of educational software; preservice and inservice training issues; multimedia portfolios; distance education; diversity and international perspectives; the educational computing course; educational leadership; faculty development; graduate and inservice education; instructional design; Mathematics; and new media. The 187 papers in the second volume address the following topics: preservice teacher education; reading, language arts and literacy; technology applications in research; science; computer simulations; social studies; technology-assisted instruction for special needs students; technology diffusion in elementary, secondary and postsecondary institutions; graduate, preservice, inservice and faculty use of telecommunications; telecommunications systems and services; educational theory; and technology use with young children. The papers are divided into sections according to topic, and an introduction to, and summary of papers is presented at the beginning of each section. An author index is also included in this volume. (AEF)

ED 412 922 IR 018 586

Leu, Donald J., Jr. Leu, Deborah Diadiun Len, Katherine R.

Teaching with the Internet: Lessons from the Classroom.

Report No.—ISBN-0-926842-59-5

Pub Date—1997-00-00

Note—214p.

Available from—Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Educational Practices, Educational Technology, Electronic Mail, Elementary Secondary Education, *Instructional Innovation, *Internet, Learning Activities, Teaching Guides, Teaching Methods, Teaching Styles

Identifiers—*Technology Integration

This book is designed to give teachers ideas about how to effectively integrate the Internet into the classroom, based on teaching practices throughout the world. The book is organized three sections. The first section provides an introduction to Internet use and applications. Chapters include the potential of the Internet to support learning, major tools for navigating the Internet, and electronic communication opportunities. The second section begins by describing instructional strategies for integrating the Internet into the classroom. The book then explores specific teaching ideas within each of the major content areas: language arts and literature, social studies, science, and math. Also included is a separate chapter on instructional ideas for young children. Each of these chapters describes a number of the most useful locations on the Internet. The third section reviews the global importance of the Internet, and looks at such issues as multicultural interests and opportunities for ESL and challenged students. The final chapter shows how to develop integrated, project-based units with the Internet by creating a home page on the World Wide Web for the classroom. Each chapter begins with a story of a teacher using the Internet and then discusses the lessons that can be learned from the experience. Included are over 25 e-mail messages from teachers around the world, describing the lessons they have learned from their work with the Internet. Many chapters provide listservs and newsgroups for related information. (AEF)

ED 412 923 IR 018 587

Banks, Ivan W. Searcy, Ruth R. Omoregie, Mike

Changing Ages: Techno-Literacy.

Pub Date—1997-07-25

Note—14p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Disadvantaged, Economic Opportunities, *Educational Opportunities, *Educational Technology, Elementary Secondary Education, Empowerment, Equal Education, *Futures (of Society), Humanities Instruction, Instructional Improvement, Literacy, *Microcomputers, Numeracy, Teacher Education, *Technological Advancement, Thinking Skills

Education is generally regarded as the institution most responsible for providing "survival skills" needed to empower individuals to function effectively within the socio-economic system of a nation. The schooling process is expected to provide common patterns of experiences and knowledge considered essential for promoting economic growth. With the approach of the 21st century, technology must become the driving force in the delivery of instruction to today's youth. Since the birth of microcomputers, the education community has recognized that redesigned teacher training would be essential to the successful integration of technology in classroom instruction. Training teachers and administrators is the key to successful implementation of technology in the classroom. A new paradigm termed techno-literacy is offered as a means of fostering the development of the skills in literacy, numeracy, the humanities, and technologies that are necessary to negotiate economic self-sufficiency in the new technological age. It provides new hope for combating the social determinism that now condemns disenfranchised groups, including African Americans, to conditions associated with social and economic inequality. Techno-literacy suggests that educators have a responsibility to make schools accountable for meeting the needs of children, all of whom must be given the opportunity to learn skills needed to function in a highly technological society. (Contains 11 references.) (Author/SWC)

ED 412 924 IR 018 588

Oliver, Kevin M.

A Case-Based Pharmacy Environment: Cognitive Flexibility + Social Constructivism.

Pub Date—1997-06-15

Note—9p.; Paper presented at ED-MEDIA/ED-TELECOM (Calgary, Alberta, Canada, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Records, Case Studies, Cognitive Development, Computer Assisted Instruction, *Constructivism (Learning), *Educational Media, Educational Strategies, Epistemology, Higher Education, *Hypermedia, Internet, *Multimedia Instruction, Multimedia Materials, Pharmacy, Problem Solving, Social Influences, Social Structure, Thinking Skills

Identifiers—*Cognitive Flexibility, University of Georgia

The Internet Web Site on Virtual Clinical Applications and Disease Management is a hypermedia, case-based open learning environment that was designed to promote cognitive flexibility in college students at The University of Georgia College of Pharmacy. With a key objective of pharmacy education being patient problem-solving skills, this environment exposes students to a variety of resources on the Internet that can be used in solving virtual patient case studies. Literature suggests that such environments promote complex knowledge structures in students with complex epistemic beliefs, but may cause students with simple epistemic beliefs to struggle. This paper describes cognitive flexibility and epistemic beliefs, and suggests that the combination of social constructivist approaches with cognitive flexibility hypermedia environments will promote learning for students with varying epistemic beliefs. The key benefit to using social mediation in cognitive flexibility hypermedia is in further scaffolding the complex, ill-defined knowledge structures found in these environments. If students rely on social structures too heavily, they may fail to develop flexible knowledge that arises from active engagement, personal struggles, trials, and errors with the complex environment. Any method providing students with answers rather than suggesting alternative means of addressing a given task should not be considered. (Contains 14 references.) (SWC)

ED 412 925 IR 018 589

Oliver, Kevin M.

A Critical Analysis of Hypermedia and Virtual Learning Environments.

Pub Date—1996-06-01

Note—45p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Cognitive Development, Computer Assisted Instruction, *Constructivism (Learning), Educational Media, Higher Education, *Hypermedia, *Information Networks, Internet, Learner Controlled Instruction, Learning Processes, *Multimedia Instruction, Multimedia Materials, Technological Advancement, Thinking Skills

Identifiers—*Cognitive Flexibility, Learning Environments

The use of hypermedia in education is supported by cognitive flexibility theory which indicates transfer of knowledge to real-world settings is improved when that material is learned in a case-based, associative network emphasizing complexity and links to related information. Hypermedia is further assumed to benefit education, because it resembles models of human memory storage as schemata and mental models. Research on hypermedia has been conducted and influenced its design in the area of links, nodes, navigation, tasks and goals supported, learner differences, and learner control. Despite advances in understanding this technology, it continues to emerge and change, forcing educators to consider new forms of hyper technology such as virtual learning environments. It is argued that virtual learning environments possess substantial new features that improve upon traditional hypermedia. Benefits of emerging virtual learning environments include new metaphors for navigation, better opportunities for knowledge construction, and better opportunities for knowledge transfer. However, future research is called for to more fully understand the potential impact of these features. An analysis of research and theoretical literature in both traditional hypermedia and virtual learning environments is discussed. (Contains 55 references.) (Author/SWC)

ED 412 926 IR 018 590

Laughlin, Richard

Colorado Department of Education Abbreviated Information Management Annual Plan (CDE IMAP).

Colorado State Dept. of Education, Denver.
Pub Date—1997-08-00
Note—229p.; Contributors: Karen Stroup and Dianne Kress.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Access to Information, Computer Networks, *Computer Uses in Education, Educational Cooperation, *Educational Resources, *Educational Technology, Elementary Secondary Education, Futures (of Society), Libraries, Microcomputers, School Districts, Schools, *State Surveys, *Statewide Planning, Tables (Data), *Technological Advancement
Identifiers—Colorado, *Technology Integration, *Technology Plans

The Colorado Department of Education (CDE), including Access Colorado Library and Information Network (ACLIN) and the Colorado School for the Deaf and the Blind, provides state- level guidance and resources for Colorado's local school districts, local and regional libraries, and special populations. Technology is the enabler that offers basic, consistent, easily accessible information to all different types of learning communities. Through technology, CDE can gather, store, and analyze data, enabling the department to offer information with quality and integrity. To establish a baseline for the current status of technology integration and to help chart the future, CDE surveyed all schools, districts, BOCES, public libraries, and regional library service systems. This report provides information on: fiscal year 1996-97 accomplishments; information systems plans for fiscal years 1997-98 and 1998-99; technical architecture of the state network; hardware and software inventories; staff requirements; brief summary of base budget projects—Automated Information Systems, Automated Data Exchange, Enterprise Network, and Access Colorado Library and Information Network; cost analysis worksheets; project details; and Schedule 2D Decision Items. Appendices include a description of the Computer Replacement Plan and proposed replacement dates and costs; and a progress report on the Automated Data Exchange Project. (SWC)

ED 412 927 IR 018 591

Oliver, Kevin M. Wilkinson, Gene L. Bennett, Lisa T.

Evaluating the Quality of Internet Information Sources.

Pub Date—1997-06-15
Note—9p.; Paper presented at ED-MEDIA/ED-TELECOM (Calgary, Alberta, Canada, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Evaluation Criteria, *Evaluation Needs, Higher Education, *Information Retrieval, *Internet, *Online Searching, Selection, *Selection Tools, Users (Information)
Identifiers—*Information Selection, University of Georgia

Internet information resources are proliferating at an astonishing rate, however, very little of that information is of high quality. Educators are in need of instruments to assist in evaluating information quality, which is the goal of a project underway at The University of Georgia. This paper is a progress report on the project to develop such a set of criteria and standards. Indicators of information and web site quality were identified, classified within eleven criterion categories, and rated in terms of importance by a panel of experts on Internet resources. Criterion categories used were: (1) site access and usability; (2) resource identification and documentation; (3) author identification; (4) authority of author; (5) information structure and design; (6) relevance and scope of content; (7) validity of content; (8) accuracy and balance of content; (9) navigation within document; (10) quality of the links; and (11) aesthetic and affective aspects. The highest rated indicators of information quality will provide the framework for a set of instruments and procedures for the evaluation of Internet information resources. Along with the information quality indicators, highly rated indicators of site quality are used to provide design guidelines for the developers of Internet information resources. (Author/SWC)

ED 412 928 IR 018 592

Watkins, Diana Sell

The Development, Pilot Test, Assessment, and Evaluation of a Computerized Online Internet Community System at Programs for Higher Education, Fort Lauderdale, Florida.

Pub Date—1997-09-01
Note—161p.; Ed.D. Applied Research Project, Nova Southeastern University.
Pub Type— Dissertations/Theses (040) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Community, Computer Interfaces, Computer Software, *Computer System Design, *Computer Uses in Education, Distance Education, *Higher Education, Microcomputers, *Online Systems, Training, Virtual Reality, *World Wide Web
Identifiers—Nova Southeastern University FL, Prototypes, Virtual Classrooms

This paper reports on a study to design, develop, pilot test, evaluate, and assess an online Internet community system during the months May-July, 1997 at Nova Southeastern University-Programs for Higher Education (NSU PHE). The system was used as a prototype for developing and studying techniques for building virtual communities. Project research questions addressed: elements that should be present in an online Internet community system; hardware and software system design issues; evaluating the online Internet community; training issues for faculty, staff, and students; and assessing the online community for effectiveness. The virtual community became available for use online on the World Wide Web on September 1, 1997. The intention of the finished product is to provide PHE with the medium necessary to compete in a rapidly changing higher education marketplace. The other purpose of the PHE web site is to increase customer service and satisfaction. This should lead to higher student retention rates, and increased efficiency of administration functions at PHE. Appendices include: evaluation instrument; systems curriculum design model; case study form; PHE Criteria Review Committee; CIT Review Committee and selected criteria; PHE Virtual Web Community pages; PHE Formative and Summative Committees; qualitative case study data; curriculum and data from evaluation training sessions; and a biographical sketch of author. (Contains 115 references.) (Author/SWC)

ED 412 929 IR 018 593

Michalak, Karen A.

Improving Multimedia Technology Usage in an Alternative Secondary School by Infusing Training into the Classroom.

Pub Date—1997-07-28
Note—75p.; Masters Practicum, Nova Southeastern University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*At Risk Persons, Behavior Disorders, Behavior Modification, Computer Software, *Computer Uses in Education, Cooperative Learning, Disabilities, Dropout Prevention, Dropouts, *Emotional Disturbances, Emotional Problems, Intermediate Grades, Microcomputers, Middle Schools, *Multimedia Instruction, Multimedia Materials, *Science Education, Secondary Education, Teacher Education

This program was developed and implemented to enhance multimedia training to optimize multimedia usage in the classroom and reduce negative behaviors in a target group of middle school and high school science students in the exceptional student education (ESE) classroom. Exceptional student education provides alternative education for disruptive middle and high school students. A target group of 13 ESE students and two ESE teachers was established for the program. The objectives for the program were for: 100% of the students to increase knowledge, comfort level, and build enthusiasm for technology; 80% of the target students to increase their behavior grades by one point on a five point scale; 100% of the target students to complete a full multimedia project by the end of the project with a grade of 85%; and for 100% of the participants to rate the training modules a three or above on a scale of one to five. All program objectives were met with the target group improving dramatically in all areas. Appendices include a pre- and post-teacher/student multimedia survey, participant information, project evaluation, post interview, permission to participate letter, technology usage chart, grant from MSTAT, inservice agenda, project checklist, student to student critique, and software evaluation. (Contains 18 references.) (Author/SWC)

ED 412 930 IR 018 594

Houghton, Mary

State Strategies for Incorporating Technology into Education.

National Governors' Association, Washington, DC.
Spons Agency—Carnegie Corp. of New York, NY.
Report No.—ISBN-1-55877-286-3
Pub Date—1997-00-00
Note—50p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Networks, *Computer Uses in Education, Educational Cooperation, Educational Finance, *Elementary Secondary Education, Equal Education, *Government School Relationship, Instructional Effectiveness, Microcomputers, Obsolescence, Online Systems, Program Development, *Public Schools, Teacher Education, Teacher Role, Technological Advancement
Identifiers—Arkansas, Florida, Iowa, North Carolina, *Technology Integration, Utah, West Virginia

With strong backing from the federal government, states and school districts are in the midst of a major push to put technology in the hands of America's teachers and students. Their efforts seek to equip schools and classrooms with computers, educational software, school-based computer networks, and links to both statewide and global information networks. This report examines several major issues that state leaders may want to consider as they develop programs to promote the use of technology in public schools. Information for the report was gleaned from in-depth interviews with state officials who have been involved in formulating and implementing legislation and policies related to educational technology. The following key issues for education technology planners are discussed: providing teacher training; securing ongoing funding; dealing with obsolescence; ensuring equity; measuring the effectiveness of education technology; recognizing the role of the teacher in a technologically equipped classroom; and finding funds for technology. The report describes education technology initiatives in six states: Arkansas, Florida, Iowa, North Carolina, Utah, and West Virginia. With computers and advanced telecommunications technology revolutionizing nearly every aspect of life and work, the question is no longer whether states and local school districts should incorporate technology into teaching and learning, but how they should do so. (SWC)

ED 412 931 IR 018 595

Phillips, Rob

The Developer's Handbook to Interactive Multimedia: A Practical Guide for Educational Applications.

Report No.—ISBN-0-7494-2121-5

Pub Date—1997-00-00

Note—241p.; Published by Kogan Page Limited, London, England.

Available from—Stylus Publishing, Inc., P.O. Box 605, Herndon, VA 20172- 0605 ($35).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Case Studies, Computer Interfaces, *Computer Software Development, Computer Software Evaluation, Computer System Design, *Computer Uses in Education, Design Requirements, *Multimedia Instruction, *Multimedia Materials, *Online Systems, Program Development, Teamwork, User Needs (Information)

Identifiers—Digital Technology, Project Management

Interactive multimedia (IMM) is a technology with the potential to change the way people learn, acquire information, and entertain themselves. This technology brings together a range of fields and requires the skills of professionals from those fields. This handbook offers practical advice on issues related to developing successful interactive multimedia programs, including all stages of project design, project management, team-building, and communications issues. Case studies illustrate the points made and lessons learned from developing projects over a number of years. The book is divided into the following sections: (1) "Interactive Multimedia Development" (Rob Phillips and Nick Jenkins); (2) "Educational Considerations" (Rob Phillips); (3) "A Model for IMM Production" (Rob Phillips and Nick Jenkins); (4) "Design" (Rob Phillips and Angela DiGiorgio); (5) "Development" (Rob Phillips and Nick Jenkins); (6) "Evaluation" (Des Thornton and Rob Phillips); (7) "Implementation and Maintenance" (Nick Jenkins); (8) "Microbiology Project Case Study" (Peta Edwards, Robert Fox, and Rob Phillips); (9) "Dosage Calculations Case Study" (Karen Glaister and Nick Jenkins); (10) "Mitochondria Case Study" (Rob Phillips and Linda Slack-Smith); (11) "Carbohydrates Case Study" (Rob Phillips and Linda Slack-Smith); (Appendix 1) "IMM Authoring Environments" (Martin Hill); (Appendix 2) "A Representative Requirements Specification;" (Appendix 3) "Glossary of Graphic Design Terms" (Angela DiGiorgio); and (Appendix 4) "Technical Aspects of Digital Video" (Martin Hill). (Contains 40 references.) (SWC)

ED 412 932 IR 018 598

Ando, Takatoshi

PTC Mid Year Seminar. Collection of Presentations (Yokohama, Japan, June 3-4, 1997).

Pacific Telecommunications Council, Honolulu, HI.

Pub Date—1997-00-00

Note—177p.; Proceedings of the Pacific Telecommunications Council Mid-Year Seminar (Yokohama, Japan, June 3-4, 1997). Some figures may not reproduce clearly.

Language—Japanese, English

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Business, *Computer Networks, Electronic Equipment, Foreign Countries, Futures (of Society), *Information Technology, International Relations, *Internet, Multimedia Materials, Strategic Planning, *Technological Advancement, *Telecommunications, User Needs (Information)

Identifiers—Asia Pacific Region, Digital Technology, Electronic Commerce, Japan, Korea, United States

This proceedings volume from the Pacific Telecommunications Council Mid-Year Seminar includes the following presentations: "Platform and Equipment for Access Network" (Yukou Mochida); "Integrated Services Television: Digital Age TV with a Built-in Home Server" (Tatsuhito Nagaya); "Future of the Internet: Future of Telecommunications" (Anthony M. Rutkowski); "NTT's Overseas Business Strategy" (Noboru Miyawaki); "KDD's Future Strategy, Clicking on the Asia-Pacific Region" (Tohru Ohta); "Wireless Communications in Korea: The New Strategy under Competition and Open-Door Policy" (SK Telecom); "U.S. User Requirements and Industry Implications" (Lee A. Daniels); "Requests to Telecom Carriers" (Toyota Motor Corporation); "Network System in Banking Industry;" "Platform and Equipment for Multimedia Network and Its Applications" (Eiichi Yoshikawa); "Network Services in Multimedia Era" (Toru Adachi); "Viewer's Service Integration;" "The Global Network Society: Business Opportunities and Challenges: New Applications in an Era of Convergence" (Karl K. Rossiter); "What Does Internet Bring to Schools?" (Hiroshi Nakagawa); "The Business and Law of Web Commerce" (George E. Darby); and "Towards the New Age of Digital Economy: Development of Electronic Commerce and a Policy Framework" (Hisashi Yoshikawa). The seminar program and list of attendees are included. (SWC)

ED 412 933 IR 018 599

Wujcik, Anne Heller, Nelson B. Oates, Rita

Schools and Education: On-Ramps to Opportunities on the Information Superhighway.

Report No.—ISBN-0-9652069-0-4

Pub Date—1995-12-00

Note—20p.

Available from—Nelson B. Heller & Associates, 1910 First St., Suite 303, Highland Park, IL 60035-3146.

Pub Type— Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Educational Finance, *Educational Technology, Elementary Secondary Education, Information Networks, *Information Services, Internet, *Online Systems, Online Vendors, *Telecommunications

This report provides information on the educational telecommunications market. Its articles cover a wide array of applications and issues, including online services, funding for the development of statewide telecommunications networks, education-related Internet projects and products. The trends detailed in the report, and the vendors and products described meet the growing demand for interactive educational content. The report's contents have been drawn from the last 18 months of the "Heller Report" newsletters—"Educational Technology Markets" and "Internet Strategies for Education Markets." The report is divided into four main chapters: (1) "Funding Initiatives"; (2) "Making Sense of the Buzz: 'Heller Report' Editorials," which consists of articles explaining the forces behind the growth of the Internet and how it impacts education and the education markets; (3) "How Big is the Market?: Hints from Research," in which ten articles review recent market research on educational use of online services, the Internet and other telecommunications products and services; and (4) "Case Studies: Vendor Approaches to the Market," in which 14 articles look at specific vendors' product and marketing strategies in K-12 applications of online services and the Internet. Another seven articles in this section cover online newspaper services, the Microsoft Network, Apple's World and other business ventures. The report's organization is chronological and the issue from which each article is drawn is clearly referenced. (Author/AEF)

ED 412 934 IR 018 600

Carlson, Rosemary

Educating Online: Creating the Virtual Classroom Community.

Pub Date—1997-00-00

Note—17p.

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Corporations, *Distance Education, Educational Environment, *Electronic Classrooms, Higher Education, Information Technology, Instructional Innovation, Nontraditional Education, *Online Systems, Student Reaction, Teaching Methods

Online or distributed learning is becoming an increasingly popular method of delivering higher education. In this paper, the effectiveness of online teaching using a virtual classroom environment is examined. Also examined are techniques that college professors can use to make their students feel involved in the class as a community. An example of an online course offered at a corporation during the Summer of 1997 is described. An informal survey of the seventeen student participants revealed that all but one of them enjoyed the online course format. The majority of students cited convenience and flexibility as advantages of the course; major disadvantages were lack of oral communication in class discussions. (AEF)

ED 412 935 IR 018 601

Donnan, Peter, Ed.

Occasional Papers in Open and Distance Learning, No. 22.

Charles Sturt Univ.-Riverina, Wagga Wagga (Australia).

Report No.—ISSN-1038-8958

Pub Date—1997-10-00

Note—46p.; This is the last issue of this series which will be published in both print and electronic form; future issues will be published only in electronic form. For previous issue, see ED 409 881.

Journal Cit—Occasional Papers in Open and Distance Learning; n22

Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change, *Distance Education, Educational Change, Educational Development, Foreign Countries, *Higher Education, Information Skills, Staff Development, Teacher Attitudes, Teaching Methods

Identifiers—*Charles Sturt University (Australia)

The first paper in this issue, "Towards a Reexamination of Learning and Teaching at Charles Sturt University" (Perry Share, Mark Farrell, Erica Smith, Jenni Brackenreg, Lesley Ballantyne, Lisa Fawkes, Michelle Dean, Mark McFadden, and Judith Parker) is a major discussion paper by a Working Party of Academic Senate at Charles Sturt University (CSU) (Australia) and it explores fundamental learning and teaching issues in a period of continuing dramatic change in higher education. Promoting lifelong learning, the role of assessment in learning, resource based support for learning and teaching and academic staff development are some of the issues examined. The second paper, "The Nature of Scholarship in Charles Sturt University: Observations and Proposals Arising from the Work of the Carnegie Foundation for the Advancement of Teaching" (by David Meacham) develops ideas on scholarship within universities presented by the Carnegie Foundation to CSU staff. The third paper, "On-Campus Residential Schools and Alternatives: Staff Interviews" (by Sue Moffatt) examines responses from a cross-section of 10 academic staff, and identifies anomalies between University policy and practices, especially in relation to compulsory and optional residential schools. In the final paper, "Library Use as a Generic Skill" (by Dirk Spennemann, Lesley Montfort, and Greg Fry) the authors who are located at the Murray campus of CSU describe how the teaching of important generic library skills is embedded in a series of different subjects taught by the School of Environmental and Information Sciences. How teaching staff and the

Division of Library Services at CSU cooperate to teach information skills is also examined. (HEF)

ED 412 936 IR 018 602

Payne, Carla R.

Opening the Door with E-Mail: From No-Tech to Low-Tech.

Pub Date—1997-04-00

Note—7p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Mediated Communication, Computer Uses in Education, Educational Technology, *Electronic Mail, Higher Education, Interaction, *Teacher Student Relationship

Identifiers—Access to Technology, *Technology Integration, *Vermont College

Necessary conditions for successful integration of computers and other media into education include accessibility of hardware and software, opportunities for training and familiarization, and positive ideology. If these conditions are met, the result will be the development of demand on the part of faculty, pressure for more efficient systems and better utilization, along with innovative applications. This analysis was applied by a professor at Vermont College of Norwich University in order to understand the resistance of faculty to adoption of even simple applications for academic purposes, and to the construction of an approach for changing that. In April 1996, this professor of Graduate Studies communicated by e-mail with 15 different students. Eleven students sent at least one message, and 14 received messages from the professor. Two distinct kinds of messages were distinguished: facilitative and academic. Facilitative messages include those concerned with arrangements for meetings and conference calls, the submission of study plans, evaluations and other tasks. In the academic messages, students asked questions of substance about resources, formats and organization for written work, and developing insights and points of view; critiques of writing, encouragement, and suggestions about relevant experiences are typically offered. Examples of each type of message are provided. (AEF)

ED 412 937 IR 018 603

Johnston, Joyce P.

Weaving a Syllaweb: Consideration before Constructing an On-line Syllabus.

Pub Date—1997-04-00

Note—9p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer System Design, Computer Uses in Education, Electronic Text, Group Activities, Higher Education, Hypermedia, *Instructional Innovation, Online Systems, Screen Design (Computers), Student Role, Teacher Role, Teacher Student Relationship, *World Wide Web

Identifiers—*Web Sites

This paper explores the practical and philosophical issues involved in Web site construction so that the finished site truly reflects its creator. The author uses the term "syllaweb" for a hyperlinked syllabus and declares that it was an outgrowth of Vannevar Bush's original description of computerized graphical communication as a web, analogous in its workings to the natural process of the brain with its "intricate web of trails carried by the cells." Discussion includes the nonlinear nature of hypertext; the teacher-learner-text relationship; the teacher and student role; student participation; articulating the expected outcomes of assignments; the need for topographical or mapping guides; the size and attributes of a computer screen; choices of graphics; online discussion and the benefits of group activities; and the capacity of electronic text for infinite and easy revisability, interactivity delayed and immediate, duplicability, transmissibility, storage, and attendant cognitive enhancement. (AEF)

ED 412 938 IR 018 604

Crouch, Mary Lou Montecino, Virginia

Cyberstress: Asynchronous Anxiety or Worried in Cyberspace.

Pub Date—1997-04-00

Note—7p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Anxiety, *Computer Assisted Instruction, Computer Attitudes, Computer Mediated Communication, Electronic Classrooms, Electronic Mail, Problems, Stress Management, *Stress Variables, Student Reaction, *Teacher Attitudes, *Teacher Student Relationship

This paper provides a brief description of high tech stress as exhibited by students and teachers in virtual classes called "asynchronous anxiety," as well as ways of dealing with the problem. The paper challenges readers to become involved in a dialogue during the discussion. Highlights include: students' distrust of e-mail messages and assignments; teachers' anxiety about student participation; characteristics of the student who does well in virtual class (ability to work independently, personal motivation to learn, knowledge of what he/she wants to achieve); characteristics of "asynchronous anxiety" for teachers and students; benefits of face-to-face meetings and technological support; and other developments. (AEF)

ED 412 939 IR 018 605

Searching the Web: Introduction to Search Techniques on the Web. [Videotape.].

American Library Association Video/Library Video Network, Towson, MD.

Report No.—ISBN-1-56641-047-9

Pub Date—1997-00-00

Note—0p.

Available from—American Library Association Video/Library Video Network, 320 York Rd., Towson, Maryland 21204-5179 ($50); phone: 800-443-8273.

Pub Type— Guides - General (050) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Evaluation Methods, Information Sources, *Online Searching, Reference Materials, Search Strategies, *Videotape Recordings, *World Wide Web

Identifiers—Boolean Search Strategy, Links (Indexing), Search Engines, Web Sites, *Widener University PA

This 20-minute videotape looks at techniques for searching the Web and deals with other pertinent issues, such as performing Boolean searches, evaluating the usefulness of search engines and evaluating the resource materials found on the Web. A resource guide accompanies the tape. The guide consists of print training materials written by library staff and reprints from Web evaluation pages designed by librarians at the Wolfgram Memorial Library at Widener University. Specifically, the guide includes: subject catalogs for broad topics; search engines for specific questions; basic tips for effective searches; search protocols and logic; constructing a search; evaluating usefulness of search engines; checklists for various Web pages; and links to additional sites with Web evaluation materials. (Contains 35 references.) (Author/AEF)

ED 412 940 IR 018 606

Internet Roadside Cafe #6. [Videotape.].

American Library Association Video/Library Video Network, Towson, MD.

Pub Date—1997-00-00

Note—0p.

Available from—ALA Video/Library Video Network, 320 York Rd., Towson, Maryland 21204-5179 ($39); phone: 800-441-8273.

Pub Type— Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Business, *Computer Oriented Programs, *Computer Security, Information Networks, Privacy, Videotape Recordings, *World Wide Web

Identifiers—*Computer Use, Computer Users, Electronic Commerce, Interactive Systems

This 30-minute videotape takes an in-depth look at World Wide Web business transactions, potential risks, client privacy and security issues by asking businesses and consumers how they do business on the Internet. Also featured in the program is advice about choosing a secure password, the use of credit cards for Web purchasing and a review of some interactive sites that have excelled in bringing useful information to Internet users. (AEF)

ED 412 941 IR 056 118

Cohen, Arlene, Ed.

PIALA '95. Preservation of Culture through Archives and Libraries. Papers from the Annual Pacific Islands Association of Libraries and Archives Conference (5th, Colonia, Yap, Federated States of Micronesia, November 6-10, 1995).

Pacific Islands Association of Libraries and Archives, Guam.

Pub Date—1996-00-00

Note—102p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Information, Archives, Artists, *Cultural Activities, Cultural Background, *Cultural Maintenance, Cultural Relevance, Dance, Foreign Countries, Information Centers, Information Retrieval, *Information Storage, Internet, Library Automation, Library Education, *Library Services, Literacy, Microcomputers, Museums, Music Activities, Publications, Shared Resources and Services, Technological Advancement, *User Needs (Information), Workshops

Identifiers—*Federated States of Micronesia (Yap), Micronesians, *Pacific Islands

The annual conference of the Pacific Islands Association of Libraries and Archives addressed various topics of interest to librarians, archivists, and educators in the Pacific Islands. The proceedings include welcoming remarks by 2 Yap state government officials and PIALA President Herbert Del Rosario; a keynote address by Dr. Marcia J. Bates—"Learning About Your Users' Information Needs: A Key to Effective Service"; and 10 papers: (1) "Preserving Yapese Traditional Knowledge" (Jesse Regalmar-Subolmar and John Tharngan with panelists Carmen Chigiy, Al Fanechigiy, Andrew Ruepong, and Anthony Tawerlimeng); (2) "Problems and Benefits of Running a Small Natural Science and Archives Institute" (Marjorie Cushing Falanruw); (3) "Local Micronesian Publications and Publications on Micronesia: Search, Find and Order" (Francis Hezel, Elsa Veloso, and Helen Danosos); (4) "Dances, Chants and Songs as Yapese Art Forms" (Petrus Tun); (5) "Cultural Development and Keeping Places: Issues for Archives and Libraries" (Elizabeth Ho); (6) "Regional Resource Sharing and Networking: A Union List of Serials for Pacific Islands" (Joanne Tarpley Crotts); (7) "The Relationship of the Education System to Libraries, Archives and Museums in Yap" (Callistus Legdesog); (8) "Let's Make Books! The Benefits of Student Publishing in Promoting Literacy" (Margo Vitarelli); (9) "PEACESAT Access to the Internet in the Micronesian Region" (Arlene Cohen); and (10) "Planning for a Library Profession: The Development of the University of the South Pacific Training Programme" (Jayshree Mamtora). A list of contributors is included. (SWC)

ED 412 942 IR 056 586

Lighthall, Lynne, Ed. Haycock, Ken, Ed.

Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997).

International Association of School Librarianship, Seattle, WA.

Report No.—ISBN-1-89086-21-9; ISSN-0257-3229

Pub Date—1997-00-00

Note—416p.; For individual papers separately analyzed, see IR 056 587-616.

Available from—LMC Source, P.O. Box 266, Castle Rock, CO 80104; phone: 800-873-3043; e-mail: lmcs@pacbell.net.us

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Access to Information, College Preparation, Computer Uses in Education, Critical Thinking, *Cultural Awareness, Educational Technology, Elementary Secondary Education, Foreign Countries, Futures (of Society), Information Literacy, Information Technology, Internet, *Learning Resources Centers, *Mass Media, Media Specialists, Picture Books, Reading, *School Libraries, Student Attitudes, Student Teachers, *Thinking Skills

Identifiers—Technology Integration

Papers presented at this conference were grouped under the following seven broad themes: "Thinking Skills: The Bridge Between Data and Knowledge"; "From Today to Tomorrow: Bridging the Future"; "Cultural Understanding: Bridging Diverse Culture"; "Cultural Expression: Creating Bridges of Meaning"; "Access to Information: Narrowing the Gap"; "Mass Media: Spanning the Globe"; and "Summation." Titles and authors of the thirty papers presented are as follows: (1) "Attitudes of Youth toward Reading before and after a Motivational Project" (Shirley A. Fitzgibbons); (2) "Critical Thinking: Tools for Internet Information Evaluation" (Mary Ann Fitzgerald); (3) "High School to University: What Skills Do Students Need?" (Eileen Daniel); (4) "Information Skills: The Reflections and Perceptions of Student Teachers and Related Professionals" (Kay Wilson); (5) "Integrating Information Technology into and across the Curriculum: A Short Course for Secondary Students" (Eleanor B. Howe); (6) "An Interdisciplinary Model for Assessing Learning" (Robert Grover, Jacqueline McMahon Lakin, and Jane Dickerson); (7) "Meeting Drug Information Needs of Adolescents" (Ross Todd); (8) "Living and Learning in the Global Village" (Gene Burdenuk); (9) "Evolution and Revolution in School Library Practice" (Suzette Boyd); (10) "Information Literacy: Teacher's Perspectives of the Information Process" (Judy O'Connell and James Henri); (11) "The Impact of a Technology-Rich Environment" (Dania B. Meghabghab and Catherine Price); (12) "It's the Same the Whole World Over: Bridging the Gap in New Zealand" (Elizabeth Probert and John Fowler); (13) "Library Power as a Vehicle for the Evolution of Change" (Shirley A. Tastad and Julie Talman); (14) "Not Extinct! School Libraries for Learning and Leadership" (Kay Ellen Hones); (15) "Our Patch vs. Their Patch: Information Technology and Literacy in Schools" (Barbara Yates); (16) "A Reality Check: The Challenges of Implementing Information Power in School Library Media Programs" (Cheryl Ann McCarthy); (17) "Teacher-Librarians in Learning Organizations" (Jean Brown and Bruce Sheppard); (18) "We've Done Research, Now What? Multimedia Authoring as a Report Tool" (Michelle Larose-Kuzenko); (19) "Accepting Tolerance and Diversity" (Madeleine Hoss and Roslyn Wylie); (20) "Best Children's Picture Books from Abroad: Valuing Other Cultures" (Maureen White); (21) "Information for All: Resource Generation and Information Repackaging in Nigerian Schools" (Virginia W. Dike and Nancy Amucheazi); (22) "The Impact of the Prince Edward Island School Library Policy on the Development of School Library Programs Across Prince Edward Island" (Ray Doiron and Judy Davies); (23) "Libraries and Reading Habits Among Elementary School Children: The Concept of the Classroom Collection" (Snunith Shoham); (24) "Providing Potential for Progress: Learning Support for Students with Special Educational Needs" (Margaret Kinnell Evans and Peggy Heeks); (25) "The Relationship of School Materials and Resources to Reading Literacy: An International Perspective" (Victor Froese); (26) "The School Librarian as Internet Mediator: A Case Study and Evaluation" (James Herring); (27) "Planning for Action: Turning Meaningful Data into Programs and Promotion" (Eleanor Howe, Jack Stack, and Marcia Rettig-Seitam) (28) "Teacher-Librarian? What's in a Name? Making Meaning from Metaphor" (James Henri); (29) "Delphi Studies: The Value of Expert Opinion Bridging the Gap—Data to Knowledge" (Arthur Wizenried); (30) "The Information Literacy Movement of the School Library Media Field: A Preliminary Summary of the Research" (David V. Loertscher and Blanche Woolls). (SWC)

ED 412 943 **IR 056 587**

Fitzgibbons, Shirley A.

Attitudes of Youth toward Reading before and after a Motivational Project.

Pub Date—1997-00-00

Note—51p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Elementary Schools, Instructional Program Divisions, Junior High Schools, Middle Schools, *Paperback Books, Reading Aloud to Others, *Reading Attitudes, Reading Habits, *Reading Interests, Reading Motivation, Recreational Reading, School Libraries, Sex Differences, *Student Attitudes, Sustained Silent Reading

Identifiers—Elementary Reading Attitude Survey

A longitudinal study of student reading attitudes was conducted in 30 schools (20 elementary, 10 middle) using the Elementary Reading Attitude Survey instrument (ERAS). The instrument tested attitudes toward both recreational reading and academic/school reading as part of the Reading Excitement and Paperbacks Project (REAP). REAP participant schools were given grants to purchase new paperback books for libraries and classrooms, and to initiate Sustained, Silent Reading (SIR), teacher read-alouds, and other special motivational activities to encourage reading. This paper describes the attitudinal portion of the evaluation study of the third phase of the REAP project (REAP 3) conducted between 1993 and 1995. The study focused on determining: whether the activities of the REAP 3 project over a two-year time period affected student attitudes toward reading and if there were differences in reading attitude scores between grade level, gender, and different schools. Study results include: in general, students' attitudes were favorable about reading; in both elementary and middle schools, females had more positive attitudes toward reading, with recreational reading attitudes more positive than academic/school reading attitudes; and schools varied tremendously in their pattern of reading attitude scores. The variation between schools suggests that activities at the school, teacher quality, and school environment probably affect those differences. Implications for schools and teachers, and future research are discussed. (Contains 27 references.) (SWC)

ED 412 944 **IR 056 588**

Fitzgerald, Mary Ann

Critical Thinking: Tools for Internet Information Evaluation.

Pub Date—1997-00-00

Note—18p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, *Critical Thinking, Elementary Secondary Education, Evaluation Methods, *Evaluative Thinking, *Information Literacy, Information Sources, Online Systems, Protocol Analysis, *Search Strategies, Thinking Skills, Users (Information), Validity, *World Wide Web

Identifiers—Technology Integration

As World Wide Web access expands into schools and homes, children will likely encounter the misinformation often found in this medium. This qualitative study describes strategies employed by sophisticated adult World Wide Web users as they evaluate authentic Web information with the purpose of adapting these strategies for children in K-12 settings. The six participants in this study followed think-aloud protocols and answered interview questions about two Web documents containing numerous misinformation devices. Evaluative strategies from these verbalizations were extracted and analyzed. Findings include a list of strategies and a description of three evaluative "styles." Suggestions are made for the use and teaching of these strategies in elementary through middle school. (Contains 41 references.) (Author/SWC)

ED 412 945 **IR 056 589**

Daniel, Eileen

High School to University: What Skills Do Students Need?

Pub Date—1997-00-00

Note—10p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, College Freshmen, Critical Thinking, Electronic Publishing, Foreign Countries, Grade 12, High Schools, Higher Education, Information Needs, Information Retrieval, *Library Instruction, *Library Skills, Online Searching, Reference Services, Relevance (Information Retrieval), *School Libraries, *Search Strategies, Student Research, User Needs (Information)

Identifiers—Canada, Ontario

The problem of transferring library and information searching skills from high school to college is not new, but has become intensified in the last decade by the pressures of the information explosion, new technologies, and budget reductions. This paper compares the library skills required of students in their final year of high school with those needed in the first year of college. The primary focus was on the Canadian province of Ontario, where students conduct independent research projects during their final high school year. The study showed that teacher-librarians are already teaching students the skills they need for college. Students should have a solid understanding of the principles behind the skills so they can apply them to a larger, more complex environment. Key areas for understanding are: research process strategy; organization of materials and services; different types and formats of materials and how to access them; the limitations and advantages of computer searching; searching strategies; finding print and electronic periodical articles; elements of a catalog record, index citation, and bibliographic citation; the use of controlled vocabulary for searching; critically evaluating materials; classification and call number construction; terminology used in the academic library; where to go for help; and alternate search strategies. (Contains 44 references.) (SWC)

ED 412 946 IR 056 590

Wilson, Kay

Information Skills: The Reflections and Perceptions of Student Teachers and Related Professionals.

Pub Date—1997-00-00

Note—13p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Foreign Countries, Higher Education, *Information Literacy, *Information Skills, *Information Utilization, Learning Processes, Secondary Education, *Student Teachers, Teacher Attitudes, *Teacher Education, Users (Information)

Identifiers—Scotland

Part of the discussion of the "information rich but knowledge poor" concerns physical access to information, but another aspect relates to whether people can effectively use the information they have accessed. In education, this relates to teachers as well as pupils. If teachers fail to understand the value and relevance of information skills for themselves as learners, this creates problems in developing those skills in their pupils. This paper investigates the perceptions and expectations of information skills development in student teachers. Interviews were conducted with teacher education institute lecturers, secondary school teachers, librarians at the local schools' library service, and student teachers. The study was done within the context of information skills development and the present teacher training ethos in Scotland. Results indicate three main issues: a lack of understanding about the term "information skills"; a general inability to view information skills as generic skills in a holistic way; and an inability and/or lack of opportunity to reflect on abilities and shortfalls. Reflection is part of learning, and teachers by virtue of their profession are more involved in the learning process than are other learners—for themselves and their pupils. (Contains 45 references.) (Author/SWC)

ED 412 947 IR 056 591

Howe, Eleanor B.

Integrating Information Technology into and across the Curriculum: A Short Course for Secondary Students.

Pub Date—1997-00-00

Note—12p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Computer Mediated Communication, High Schools, Information Retrieval, *Information Skills, Information Technology, *Library Instruction, *Online Searching, Online Systems, Relevance (Information Retrieval), Research Skills, *School Libraries, *Search Strategies, Student Research, Users (Information)

Identifiers—Technology Integration

The installation of technology in the school library is only the first step in its effective use by students. Many search engines are not intuitively obvious to users, and students often need help with searching. Systematic formal instruction in electronic search skills is necessary for awareness of library software and competence in its use. The paper focuses on the why, what, when, how, and where of teaching electronic search skills to high school students. Such instruction is necessary to justify the investment in information technology because the evidence suggests that students do not learn to be efficient users of that technology on their own. Concepts, skills, and resources used in instruction should be developmentally appropriate, and students should choose their own topics and utilize the range of thinking skills in Bloom's taxonomy. Information technology may be integrated into the curriculum through a short course for all students offered as part of library skills, computer literacy, or research skills. (Contains 45 references.) (Author/SWC)

ED 412 948 IR 056 592

Grover, Robert Lakin, Jacqueline McMahon Dickerson, Jane

An Interdisciplinary Model for Assessing Learning.

Pub Date—1997-00-00

Note—11p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Thinking, *Educational Assessment, Educational Strategies, *Educational Technology, Elementary Secondary Education, *Information Skills, Information Utilization, Learning Resources Centers, *Media Specialists, Models, Problem Solving, *School Libraries, Teachers

Identifiers—*Kansas

The Interdisciplinary Assessment Model was created out of the need for improved assessment of learning, especially the assessment of critical thinking and problem solving. Development of the model required establishing a common language for library media specialists to cover various curriculum areas, a comparison of current state standards for subject areas, and creation of rubrics for each stage of the assessment model. The model is based on the "Big Six" model for information problem-solving by Eisenberg and Berkowitz and is derived from an analysis of Kansas content standards for language arts, social studies, mathematics, science, reading, and library media. The model divides student assignments in these six subject areas into five parts, using terminology from the standards for each subject. Rubrics were developed for each of the five parts of an assignment. This paper describes the development of the model, elements of the model, preliminary findings of the current research project which tests the model, and implications for implementing the model in schools. The model facilitated student learning in all grade levels studied and for units of any length. The integrated assessment model is an effective and efficient planning and teaching tool for library media specialists and teachers. Effective implementation requires instruction and tools which will enable teachers to change their instructional strategies to more effectively engage the student learner and to provide feedback to the learner. (Author/SWC)

ED 412 949 IR 056 593

Todd, Ross J.

Meeting Drug Information Needs of Adolescents.

Pub Date—1997-00-00

Note—13p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Adoption (Ideas), *Cognitive Processes, *Drug Education, Drug Use, Foreign Countries, Health Education, High School Students, High Schools, Information Literacy, Information Seeking, *Information Utilization, Librarians, *Library Role, Prevention, *School Libraries, Teacher Role, User Needs (Information)

Identifiers—Australia (Sydney)

Drugs are an important life concern of adolescents, yet statistics show alarming and disturbing increases internationally in drug abuse. This paper reports on research that examines how adolescents cognitively process information about drugs. Four 17-year-old girls at a Catholic college in Sydney, Australia participated in a two-phase experiment involving the baseline measures of the girls' knowledge and the introduction of staged exposures to information. The paper explores why they chose and rejected certain information, and how they put it to use. The findings have important implications for the role of school libraries in the provision of drug information, the teaching and learning process, information literacy education, as well as for the role of teachers and teacher-librarians in shaping the knowledge and attitudes of adolescents toward a drug-free lifestyle. Adolescents are selective and constructive in their use of information, and their information needs and goals vary. Enhancing their access to drug information through a tailored collection, improved database access, more effective instructional design, and quality dialogue may well mean a greater quality of life for these adolescents, if not a question of life and death. (Contains 21 references.) (SWC)

ED 412 950 IR 056 594

Burdenuk, Gene

Living and Learning in the Global Village.

Pub Date—1997-00-00

Note—10p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Attitudes, *Critical Thinking, Cultural Differences, *Educational Cooperation, Elementary Secondary Education, *Futures (of Society), *Information Literacy, Internet, Multicultural Education, Parents, Social Environment, Students, Teachers

Identifiers—*Connectivity, *Critical Literacy, Social Justice

This paper discusses some of the promises and pitfalls confronting education in the Information Age. It explores the business motivation that drives the education agenda, examines what some futurists call "the end of the job," and identifies four themes that could help transform education as the millennium approaches. Critical literacy, connectivity, a civil society, and critical multiculturalism can foster an educational system that could resolve economic, cultural, and social inequities. The information highway offers unprecedented opportunities for educators to create collaborative learning environments that will stimulate critical thinking skills and academic excellence among all students. Collaborative critical inquiry changes the nature of knowing from regurgitating and recalling information to defining and posing problems, locating, retrieving, using, and communicating information. Schools and teachers must establish connections with the communities they serve and form partnerships that can establish classrooms as places where students, teachers, and parents can gain glimpses of a society that is just for all. As the whole nature of work changes, and as there is a shift from a market economy driven by consumption and profit to one that attends to societal benefit, it is possible to create a civil society based on true social justice. The problems in schools and society will not be resolved until people learn to work together across gender, class, and race. True equity will be achieved only when people restructure their curricular and pedagogical approaches, and their own attitudes. (Contains 33 references.) (SWC)

ED 412 951 IR 056 595

Boyd, Suzette

Evolution and Revolution in School Library Practice.

Pub Date—1997-00-00

Note—5p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, Elementary Secondary Education, Foreign Countries, *Futures (of Society), Librarian Attitudes, Library Funding, *Library Planning, *Library Role, Library Services, *School Libraries, Students, Teacher Attitudes

Identifiers—Australia, *Teacher Librarians

The revolutionary library signals a new era for schools and their students. Roles are continually being redefined and services and programs are continually restructured. This paper outlines some strategies for implementing change, and challenges and inspires the teacher-librarian profession to reinvent itself. At the present time in school libraries there are three prevailing general scenarios or attitudes: (1) doom and gloom—teacher-librarians' underlying attitude is that it has all become too hard, they are resentful, and unable to see past the negatives of most situations; (2) evolutionary—teacher-librarians' underlying attitude is that of comfort with the status quo; and (3) revolutionary—teacher-librarians' underlying attitude is seeing this as a new era for libraries with many schools doing wonderful things. This paper describes the process involved in achieving revolution in the school library at Methodist Ladies' College (Australia). Teacher-librarians must convince their leaders that their profession is vital and convince them to provide resources and support. The challenge of the 21st century is for teacher-librarians to decide if they want to take the risk of choosing their own future. (Author/SWC)

ED 412 952 IR 056 596

O'Connell, Judy Henri, James

Information Literacy: Teacher's Perspectives of the Information Process.

Pub Date—1997-00-00

Note—14p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Computer Uses in Education, *Critical Thinking, Elementary Secondary Education, Foreign Countries, *Information Skills, Information Sources, *Learning Processes, Problem Solving, Professional Development, Search Strategies, *Student Centered Curriculum, *Teacher Attitudes, Teacher Role, Technological Advancement

Identifiers—Australia, *Mental Models

Teaching within a student-centered paradigm in an information society means accepting the responsibility of teaching for the acquisition of integrated information habits and fully adaptable lifelong information skills. Education today demands classroom teachers who can: model good practice in education programs that teach students to become aware of their own process of learning from a wide variety of bibliographic and technological sources of information; act effectively as mediator by identifying the zone of intervention for each student or class; and carry out teaching only in those areas where the student can learn successfully from a variety of sources. This paper discusses an Australian study which assessed teachers' perspectives of the information search process. Since teachers act as mediators, they need to be shown how to use information- related strategies to teach problem solving and learning more effectively. A key factor is the personal construct or mental model that a teacher brings to the equation. Professional development must be designed to help teachers clarify their personal perspectives and competencies with information seeking and the information search process. Likewise, initiatives related to the introduction of new technologies need to focus on the conceptual demands of information access and communication within these environments rather than just the mechanics of information access. (SWC)

ED 412 953 IR 056 597

Meghabghab, Dania B. Price, Catherine

The Impact of a Technology-Rich Environment.

Pub Date—1997-00-00

Note—6p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Computer Uses in Education, Computers, Educational Finance, *Educational Technology, Elementary Secondary Education, Information Retrieval, Innovation, *Media Specialists, Teacher Education, *Technological Advancement

Identifiers—*Barriers to Implementation, Georgia, Lottery, Technological Infrastructure, Technology Implementation, *Technology Integration

The lottery funding for technology in the state of Georgia has reshaped the directions of K-12 schools and redefined education at all levels. The use of technology has improved information access and provided new means for information retrieval. The impact of technology integration on teaching and learning is evident in many of Georgia's schools. The discrepancies in the allocation of state funding across school levels and among regions, however, have widened the gap between the "information rich" and the "information poor." This paper describes the impact of Georgia's Technology Initiative on information access, teaching, and learning. It discusses key issues and concerns for creating a technology-rich environment, and provides recommendations for technology implementation. The major barriers to technology innovations in K-12 schools in Georgia concern training, information access, funding, and infrastructure. To overcome current and future technology integration problems, schools should boost and support training, clarify the roles and responsibilities of media specialists and technology specialists, raise additional funds for technology, and maintain a sold infrastructure. (SWC)

ED 412 954 IR 056 598

Probert, Elizabeth Fowler, John

It's the Same the Whole World Over: Bridging the Gap in New Zealand.

Pub Date—1997-00-00

Note—13p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Educational Change, Educational History, Educational Innovation, *Educational Objectives, Elementary Secondary Education, Foreign Countries, Information Literacy, *Information Skills, School Libraries, *Teacher Education, *Teacher Role

Identifiers—*New Zealand, *Teacher Librarians

Since 1990, education in New Zealand has undergone dramatic changes. A new K-12 framework has been put in place with the curriculum divided into Essential Learning Areas and Essential Skills Areas. For the first time, all students are required to develop information skills. However, New Zealand has never had a tradition of full-time teacher-librarians. There is now a diploma course for teacher-librarianship, but most high school teacher-librarians have only five hours per week to spend in the library. Primary school teachers usually have no release time from classes. This paper shows how New Zealand teachers and school libraries are facing the challenge. It discusses the history of education in New Zealand and provides background on teacher-librarian training in New Zealand. The paper also provides two personal experiences in bridging the gap between teaching and librarianship, at King's College and Pakuranga College in Auckland, New Zealand. While many schools have yet to come to grips with the requirements of the new curriculum, others have already had whole staff training in the teaching of information skills. Teachers, realizing the need for change, are driving the implementation of the new curriculum. School libraries and trained teacher-librarians in New Zealand are destined to play a vitally important and increasingly central role in the education of all students in years to come. (SWC)

ED 412 955 IR 056 599

Tastad, Shirley Tallman, Julie

Library Power as a Vehicle for the Evolution of Change.

Pub Date—1997-00-00

Note—11p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Curriculum Development, Educational Change, Educational Cooperation, Elementary Secondary Education, *Information Literacy, *Library Role, *Library Services, *Media Specialists, Principals, School Culture, *School Libraries

The DeWitt Wallace-Readers Digest Library Power Initiative has been instrumental in precipitating reform efforts in school libraries. National Library Power programs have strengthened the role of the school library media specialist and the school library program. The initiative emphasizes that library media specialists integrate information literacy skills throughout the curriculum. Library Power has attempted to change the perceived role of the media specialist as a "keeper of the books" to that of teaching partner, leader, and advocate for student achievement. In Library Power schools, principals, library media specialists, teachers, students, parents and the community assume significant roles in the evolution of change. This paper describes a study of two elementary schools in a large urban school district in the southeastern United States which are a part of the National Library Power Program. Data collected over a three-year period beginning in the fall of 1994 included interviews with key personnel in the Library Power initiative, participant observations, written documentation, and a survey instrument on the collaborative planning activities of media specialists. The paper discusses developing a stronger curricular role for the media specialist; strengthening the role of the principal as facilitator; developing learning-centered libraries; developing a school culture to sustain reform; developing community involvement; and study implications. (Contains 28 references.) (SWC)

ED 412 956 IR 056 600

Hones, Kay Ellen

"Not Extinct!" School Libraries for Learning and Leadership.

Pub Date—1997-00-00

Note—7p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Computer Uses in Education, Educational Cooperation, Elementary Secondary Education, *Information Skills, *Information Technology, Learning, Library Cooperation, Library Funding, Library Services, Literacy, *Media Specialists, *Professional Development, Public Schools, Resource Centers, *School Libraries, Teacher Education

Identifiers—California (San Francisco), *Library Media Center 2000 Project, *San Francisco Unified School District CA, Technology Integration

California is ranked 50 out of 50 states for providing school library services, with a ratio of student to public school media specialist of 6,361 to 1. The second worst state is Rhode Island, which has a ratio of 1,941 to 1. California's school libraries are declining at a time when technological developments and research in academic achievement have underscored their critical importance. Library Media Center (LMC) 2000 was a project of the San Francisco Unified School District (SFUSD), intended to establish school libraries as a critical factor in academic success and the hub of learning at a school. LMC 2000 Project strategies included providing professional development to participating SFUSD school librarians, improving the link between school libraries and San Francisco public libraries, and increasing and enhancing the use of technology in school libraries. The Project placed strong emphasis on information technology's increasing role in libraries and the critical services it provides to children who are learning read, write, and conduct research. Over the last three years, San Francisco library media teachers involved in the program have engaged in a process of professional development opportunities, networking, and communication. In a district that has experienced massive cutbacks in library media services, library media teachers have encouraged and supported each other while learning to use new technologies and sharing areas of expertise and resources. This paper describes the three years of program activities and discusses plans for future activities. (SWC)

ED 412 957 IR 056 601

Yates, Barbara

Our Patch vs. Their Patch: Information Technology and Literacy in Schools.

Pub Date—1997-00-00

Note—8p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Career Development, Change, Computers, Elementary Secondary Education, Foreign Countries, Information Seeking, *Information Technology, *Library Role, Library Services, *Media Specialists, Occupational Information, Professional Development, *School Libraries, Technological Advancement

Identifiers—Technology Implementation, Value Added

The information technology revolution is affecting schools on a broader basis than just libraries. Teachers, administrators, and educational technology specialists are all espousing expanded roles to address the new opportunities, with the result that responsibilities are beginning to overlap and roles are becoming blurred. The use of increasingly generalized job profiles is blurring the role of the school librarian, particularly in relation to information technology or the use of computers. This paper stresses the importance of defining a specific "patch" for the school librarian, and suggests criteria for the development of the "patch." Unless school librarians focus on distinguishing themselves in a value-added sense they may disappear from schools. The paper includes sample job descriptions, and charts comparing the functions of school librarians and computer specialists. The role of the librarian has not changed, rather the way the job is performed has changed. Librarians must embrace the new methods of accessing information but they must not be subsumed by them. The role of the school librarian is to add value to the information process to make it relevant. School librarians need to be clear about their role, and need to communicate the message to others. (SWC)

ED 412 958 IR 056 602

McCarthy, Cheryl Ann

A Reality Check: The Challenges of Implementing Information Power in School Library Media Programs.

Pub Date—1997-00-00

Note—19p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Educational Assessment, Educational Change, Elementary Secondary Education, Futures (of Society), Learning Resources Centers, Library Research, *Library Services, Library Surveys, Media Specialists, National Programs, School Culture, *School Libraries, User Needs (Information)

Identifiers—*Information Power (AASL AECT), New England, *Teacher Librarians

This paper looks at how well school library media programs are realizing the mission, objectives, and challenges set by "Information Power," the national guidelines created by the American Association of School Librarians (AASL) and the Association for Educational Communication and Technology (AECT). Teacher-librarians are struggling to realize the ideals of "Information Power" in less than ideal circumstances. To gain a broader understanding of their work and success, this paper studies 48 good library media programs in the New England region, using a combination of qualitative and quantitative methods to ensure the perceived success of participating programs in conforming to the national guidelines. The study methods used were personal observations and a survey of library media specialists and student library media specialist interns. The paper covers the culture of schools and education reform, the context of the study, fieldwork methodology, and interpretation of the data. Recommendations and future implications are provided to help create fully integrated library media programs for the 21st century. An appendix includes the survey instrument. (Contains 23 references.) (SWC)

ED 412 959 IR 056 603

Brown, Jean Sheppard, Bruce

Teacher-Librarians in Learning Organizations.

Pub Date—1997-00-00

Note—21p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, Educational Change, Educational Cooperation, Elementary Secondary Education, Foreign Countries, Information Technology, Interpersonal Competence, Interprofessional Relationship, Knowledge Base for Teaching, *Leadership, Librarian Teacher Cooperation, *Library Role, *Lifelong Learning, Media Specialists, Motivation, School Libraries, *Teacher Role, Teamwork, *Technological Advancement, Technological Literacy, Values

Identifiers—*Teacher Librarians

Teacher-librarians in a learning organization must function both as members of teams engaged in organizational learning and as leaders of leaders. Teacher-librarians must be a mirror image of teachers, plus contribute more to the school. This paper examines the characteristics of the work of teachers and teacher-librarians in four major categories: knowledge base; technical skills; personal, interpersonal, and team skills; and values and beliefs. The knowledge base and technical skills, plus new information technology provide new mental models for all teachers. The acceptance of resource-based learning, with its emphasis on life long learning, is consistent with personal mastery, a key discipline of the learning organization. To assume this leadership role, teacher-librarians will have to remain on the cutting edge and must be exemplars of personal mastery. In addition, they need strong personal, interpersonal, and team skills. They will succeed in meeting this challenge only if they are motivated by deeply held values and beliefs regarding the development of a shared vision, one that includes the right of all to develop a love of lifelong learning and the skills to make that possible. This right extends not only to students but also to their teachers, for teacher-librarians must increasingly assume a role in staff development and training. For teacher-librarians to fill the leadership role, and to gain the support and respect of the school principal, they must have the credibility that comes from being the mirror-image of other teachers, plus more. (Contains 43 references.) (SWC)

ED 412 960 IR 056 604

Larose-Kuzenko, Michelle

We've Done Research, Now What? Multimedia Authoring as a Report Tool.

Pub Date—1997-00-00

Note—9p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), Computer Uses in Education, Educational Innovation, Elementary Secondary Education, Foreign Countries, Hypermedia, *Information Seeking, *Information Skills, Information Sources, Information Utilization, *Multimedia Instruction, *Multimedia Materials, Problem

Solving, School Libraries, Technological Advancement, User Needs (Information)
Identifiers—*Teacher Librarians

The professional literature and research conclude that new technologies produce either similar or superior results to conventional classroom instruction, arguably because technology has positive effects on students' attitudes toward learning and gives students more control over their learning. Teacher- librarians, as information specialists, facilitate the student's gathering and understanding of information from all available sources, including electronic. The use of multimedia authoring as a forum for reporting follows logically. Teacher-librarians, as technology coordinators, can facilitate the many aspects of a multimedia project—working with various-sized groups, deciding on the best use of resources, planning with classroom teachers, timelines, and handling challenges. Multimedia authoring extends the reading, writing, and problem-solving skills of the students beyond the basic abilities required in the curriculum, while having fun. It provides a hands-on means of interacting with technology at a higher skills level and learning about this valuable resource through a purposeful activity. Multimedia authoring completes the learning circle: students use computers to seek information, then learn how to create multimedia in order to author a research report that will become a source of information for other students. Teacher-librarians need to seize the opportunity to play a vital role in the introduction of the new technologies in schools by making themselves indispensable in sharing their unique skills. (Contains 12 references.) (SWC)

ED 412 961 IR 056 605

Hoss, Madeleine Wylie, Roslyn

Accepting Tolerance and Diversity.

Pub Date—1997-00-00
Note—5p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, Consciousness Raising, *Cultural Differences, *Diversity (Institutional), Elementary Secondary Education, *Instructional Materials, *Librarian Teacher Cooperation, Racial Differences, School Libraries, *Self Concept, Social Differences
Identifiers—*Tolerance

Exploring diversity instills in children an awareness and respect for themselves and others. Research projects that address stereotyping, race relations, and prejudice within ourselves can be developed through collaboration between the librarian and classroom teacher (who may themselves be of different cultures). These research projects help children to understand that the world is made up of interrelated people; that people must not be judged on appearance or background alone; and that individuals and their contributions to society are of primary importance. These projects encourage children to be more tolerant of others and to savor the rich diversity of the changing world culture. Materials that promote cultural diversity and tolerance in a positive way are available from many publishers in many formats. Includes a bibliography of tolerance and diversity sources. (Contains 39 references.) (Author/SWC)

ED 412 962 IR 056 606

White, Maureen

Best Children's Picture Books from Abroad: Valuing Other Cultures.

Pub Date—1997-00-00
Note—12p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Childrens Literature, *Cultural Differences, Elementary Education, Evaluation Criteria, Foreign Countries, *Foreign Language Books, Literary Genres, *Picture Books, *Translation, *World Literature
Identifiers—Book Awards, *Caldecott Award

Translated children's books can play an important role in helping children develop an understanding of other people. Outstanding picture books in this specialized genre affirm the fact that each person is unique, but there are universal themes and feelings that every person possesses, regardless of culture or language. A comparison of 1992-1997 Caldecott Medal Award Winners and outstanding translated children's books provides insights into their similarities and differences. While the Caldecott books all seem to be big, bright, and beautiful, the translated picture books selected for study seem to be diverse in style, medium, and bookmanship. Languages, genres, and subjects common to translated children's books are also discussed. A bibliography of 54 recommended translated children's books is provided, organized by year with approximate interest level and genre listed. Each of the outstanding books listed has received at least two favorable reviews, been named as a Children's Notable Book, or received an award. (Contains 24 references.) (Author/SWC)

ED 412 963 IR 056 607

Dike, Virginia Amucheazi, Nancy O.

Information for All: Resource Generation and Information Repackaging in Nigerian Schools.

Pub Date—1997-00-00
Note—11p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Developing Nations, *Educational Strategies, Educationally Disadvantaged, Elementary Education, Elementary Schools, Foreign Countries, Illiteracy, *Information Processing, Information Seeking, *Information Sources, Information Utilization, Libraries, *Library Role, Literacy, Oral History, *Oral Tradition, User Needs (Information)
Identifiers—Barriers to Information, *Nigeria, Resource Development

Is a developing country like Nigeria information rich or information poor? The first impression is of scarcity, but a closer examination reveals unexplored riches. There is a wealth of information in the oral tradition, but it is not found in schools and libraries. There is information in libraries, but language and reading level make it inaccessible to school children. This paper looks at the role libraries might play in resolving the information dilemma in Nigerian primary schools. It explores the use of resource generation from oral tradition, and information repackaging from oral and written sources, in creating an information and knowledge rich environment for all children. A project in a rural primary school in Nguru was conducted to develop resources from information available within the community, repackage information not accessible to children in its current form, and help children learn how to find and utilize information from a variety of sources. Findings include: (1) Nigeria has a wealth of oral indigenous information; (2) Nigerian children face many obstacles to learning; (3) information repackaging is one way of overcoming these obstacles; (4) adequate information cannot be found within the school; (5) children can begin developing information skills without literacy; and (6) information repackaging can be used to promote reading. (Contains 20 references.) (SWC)

ED 412 964 IR 056 608

Doiron, Ray Davies, Judy

The Impact of the Prince Edward Island School Library Policy on the Development of School Library Programs across Prince Edward Island.

Pub Date—1997-00-00
Note—12p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, Elementary Secondary Education, Foreign Countries, *Information Skills, Information Technology, Library Facilities, Library Personnel, *Library Policy, *Library Services, Library Surveys, Resources, *School Libraries
Identifiers—*Prince Edward Island, Resource Based Learning, Teacher Librarians, Technology Integration

In Canada's smallest province, Prince Edward Island (PEI), the "PEI School Library Policy" and its supporting documents have guided the development of school library programs since 1989. This study explores the impact that policy has had on school library programs in PEI. The "Survey of School Library Resource Centers" probed five key areas: facilities, resources, personnel, programs, and services in the 66 schools across PEI. Following the completion of the survey, 48 principals and teacher-librarians were interviewed for an hour each. Survey and interview data for 64 of the 66 participating schools were analyzed using exploratory data analysis that resulted in dozens of visual and numerical summaries. Data was reported under each of the five major areas probed and 25 actions recommended. The study yielded specific detail on the status of school library facilities and resources, and provided a comprehensive look at staffing procedures and problems. The educational concepts of resource-based learning, cooperative planning, and information skills that are embedded in the "Policy" have been well accepted across the system. New documentation is needed to update learning outcomes and to provide direction for integrating new technologies and the concept of information literacy. Future directions for professional development for teacher-librarians, principals, and classroom teachers are outlined and specific needs are identified in the areas of staffing, rebuilding school library collections, and connecting technology initiatives and resource-based learning. (Author/SWC)

ED 412 965 IR 056 609

Shoham, Snunith

Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection.

Pub Date—1997-00-00
Note—9p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Classroom Design, *Elementary School Students, Foreign Countries, *Grade 4, Intermediate Grades, Li-

brary Collections, *Reading Habits, Reading Interests, *Reading Motivation, Reading Skills, Recreational Reading, *School Libraries, User Needs (Information)

Identifiers—*Israel

The elementary school regards the development of reading skills and the cultivation of free reading among the students as one of its tasks. One of its ways of achieving this is to operate libraries in the school. Some schools provide only a central library. Some societies or locales, however, also believe in operating classroom collections in the elementary grades, so as to increase children's exposure to books and reading. The reading habits of 301 fourth-grade students in Israel were examined in this study. Reading was measured by amount of reading, average number of hours per day devoted to free reading, and having library-borrowed books at home. The students in schools with both class and central libraries scored the highest on amount of reading; schools with class libraries but no central library were the second highest. Time devoted to reading showed similar percentages of intensive readers in the combined and class library-only schools. The criterion of having a library-borrowed book at home also found combined libraries in the highest place (91%) followed by central libraries (85%) and class libraries (77%). A class library is not a substitute for a central collection, with its variety and different levels of material, and the services of a professional librarian. A class library can only constitute one approach among different approaches that can encourage children's reading. (Contains 20 references.) (Author/SWC)

ED 412 966 IR 056 610

Evans, Margaret Kinnell Heeks, Peggy

Providing Potential for Progress: Learning Support for Students with Special Educational Needs.

Pub Date—1997-00-00

Note—13p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), Action Research, Foreign Countries, Information Sources, Instructional Materials, Intermediate Grades, Junior High Schools, *Learning Disabilities, Librarian Teacher Cooperation, *School Libraries, Special Needs Students, User Needs (Information)

Identifiers—England

This paper considers the purposes, methods, findings, and significance of the British Library LESSEN (Learning Support for Special Education Needs) Project. The focus was on Year 7 students (students aged 11-12, in their first year of secondary education) in ten English secondary schools who were on the Special Educational Needs (SEN) register because of their learning difficulties. Case studies were undertaken in 10 schools located in five Local Education Authorities (LEAs). Data were collected from documents, observations, and an extensive interview program, both within schools and with LEA and school library services staff. Work with individual children was also undertaken, supporting in subject lessons and in the SEN base, as well as assisting in the library to provide an action research element to the investigation. Varying levels of library and staffing were found. Recommendations for future progress are provided. (Contains 25 references.) (Author/SWC)

ED 412 967 IR 056 611

Froese, Victor

The Relationship of School Materials and Resources to Reading Literacy: An International Perspective.

Pub Date—1997-00-00

Note—37p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Access to Information, Educational Finance, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Instructional Effectiveness, Instructional Materials, *International Programs, Library Circulation, Library Collections, Literacy, Reading Instruction, Reading Motivation, *School Libraries, Tables (Data), Teachers, Use Studies, Users (Information)

Identifiers—Barriers to Information, Canada, *International Assn Evaluation Educ Achievement

There is great interest in the effect of school resources on academic achievement, but it is seldom that an opportunity arises in which this relationship may be examined in an international milieu. This paper presents the types of resources available in the 27 countries participating in the International Association for the Evaluation of Educational Achievements (IEA) Reading Literacy Study, and explores the relationship of the most pertinent variables to achievement. The paper focuses on school and classroom libraries, their description and use, and on classroom teacher's practices as they relate to library use. Variables examined include: assessing students' reading interests; the number of books, magazines and newspapers in the school and classroom library; frequency of borrowing books; visiting the library; and the amount of time spent teaching narrative, expository, and document text types. In many countries, there are clearly great literacy needs and very limited library resources; yet in some countries, very reasonable literacy achievement results are obtained even without large expenditures. The data does suggest that countries with higher per student expenditures do have more school and classroom libraries, that students in classrooms that have access to school libraries achieve higher than those who don't, and that students who have many books in their homes achieve at higher levels than those who don't. The majority of the document is comprised of data tables (15) and graphs. (Author/SWC)

ED 412 968 IR 056 612

Herring, James E.

The School Librarian as Internet Mediator: A Case Study and Evaluation.

Pub Date—1997-00-00

Note—9p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *Computer Uses in Education, Curriculum Development, Foreign Countries, Information Technology, *Librarian Teacher Cooperation, Library Role, Online Systems, Optical Data Disks, Qualitative Research, *School Libraries, Secondary Education, *World Wide Web

Identifiers—Scotland

This paper examines the case study as a research method which can be used by those involved in research relating to school libraries. It highlights the key issues in selecting the case study as a research method as well as the advantages and limitations of the case study method. The paper also provides an example of a case study carried out in a secondary school in Scotland. The case study investigates the role of the school librarian as Internet mediator in a school with a sophisticated information technology network, an experienced and technologically up-to-date school librarian, and teachers who have an interest in using World Wide Web resources in the curriculum. The case study examines the views of both teachers and librarian in relation to the future use of CD-ROMs which are produced in the school and which contain downloaded WWW sites of curricular interest. The case study also examines the issues which arise when teaching and information professionals work together to seek to create and exploit new curriculum-related information sources. The case study has limitations as a method, but does provide an in depth study of particular cases which, while not being generalizable to populations, can be generalizable to aspects of theory. The study described demonstrates the importance of posing research questions and using open-ended interviews to gather data. (SWC)

ED 412 969 IR 056 613

Howe, Eleanor Stack, Jack Rettig-Seitam, Marcia

Planning for Action: Turning Meaningful Data into Programs and Promotion.

Pub Date—1997-00-00

Note—8p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, Data Analysis, Elementary Secondary Education, Information Technology, Library Expenditures, Library Funding, Library Planning, *Library Research, *Library Services, Library Statistics, *Program Evaluation, *School Libraries, User Needs (Information)

Identifiers—Research in Education, Research Results

This paper presents guidelines and tools for action research in the school library which will help the librarian justify expenditures and personnel and evaluate and plan services. It shows how statistics can be turned into meaningful knowledge about what is currently being done in the library, how well it is being done, whether it should be done, and what needs to be known to prepare for the future. The paper covers: what needs to be measured in school libraries; what can be measured; how to measure—types of data and measurement techniques; analyzing the data—quantitative and qualitative analysis; and reporting the data—who needs the data, what data should be reported, and how to report the data to a variety of audiences. All institutions, including libraries, need to assess their value and performance in order to justify funding. In an era of increased expenses and reduced funding, programs which are not highly rated can be deprived of even maintenance levels of funding, phased out, or placed on the ballot for referendum by taxpayers. Information technology has dramatically increased the budgets of school libraries, and school librarians need to demonstrate the real benefits of these technologies for students. Action research is a tool which can help to examine, report on, and improve the total school library program. (Author/SWC)

ED 412 970 IR 056 614

Henri, James Hay, Lyn

Teacher-Librarian? What's in a Name? Making Meaning from Metaphor.

Pub Date—1997-00-00

Note—7p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th,

Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, Foreign Countries, *Information Scientists, *Labeling (of Persons), *Metaphors, Occupational Information, *Occupations, Opinions, Principals, *School Libraries, Teachers, Vocabulary
Identifiers—Australia, *Teacher Librarians

This paper provides an Australian perspective on the question of the name that should be given to people who work as information specialists in schools. The paper reviews metaphorical analysis as a research tool and outlines a qualitative research project employing the metaphor technique in an attempt to discover the conceptions that stakeholders (teacher-librarians, principals, classroom teachers, and others) hold about alternative titles that could be employed by the teacher-librarian profession. The study identified the types of metaphor that would be used to identify the positions of: Teacher-Librarian, Information Specialist, and Director of Information Services. Respondents were instructed to identify a metaphor for the term, and provide an explanation of the metaphor. The paper includes two examples of the raw data collected: principals' and teacher-librarians' metaphors and explanations for the term "teacher-librarian." (Contains 23 references.) (SWC)

ED 412 971 IR 056 615
Winzenried, Arthur
Delphi Studies: The Value of Expert Opinion Bridging the Gap—Data to Knowledge.
Pub Date—1997-00-00
Note—7p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delphi Technique, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Information Management, Information Scientists, *Opinions, Prediction, School Libraries, *Technological Advancement, Work Environment
Identifiers—Australia, Professional Role, Teacher Librarians

This paper reports on an unfinished Delphi investigation of the future information management. Too often the personal aspect of information provision is overlooked in the light of the dramatic development of technology. However, behind every technological advance there is a provider whose role it is to source, organize, and disseminate the information gleaned via that technology. The Delphi approach was selected to investigate the subjective situation of an individual's reaction to a changing work place. Designed to collect expert opinions as independent, considered views on a commonly debated topic, this method offered structure and validity without a framework too formal to allow for personal, subjective considerations. A Delphi approach provides a unique methodology for studying the trend of future developments. This study demonstrated a clear perception of the future of the information profession by nearly 30 senior members of the profession, from seven countries. (SWC)

ED 412 972 IR 056 616
Loertscher, David Woolls, Blanche
The Information Literacy Movement of the School Library Field: A Preliminary Summary of the Research.
Pub Date—1997-00-00
Note—32p.; In: Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997); see IR 056 586.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Conferences, Critical Thinking, Educational Technology, *Educational Theories, Elementary Secondary Education, *Information Literacy, *School Libraries, Students
Identifiers—*Historical Background

This paper summarizes the proceedings of two major conferences in 1997: the Treasure Mountain Research Retreat VI and the International Association School Librarianship conference. In addition, this paper examines the history of information literacy and brings together the theory development, research, and practice in school libraries since the late 1980s. Information literacy and critical thinking ideas from the fields of education, cognitive psychology, and educational technology are included. The paper provides a variety of definitions of information literacy, and lists the most prevalent information literacy models being used in the field. Since most readers will have access to those models, they are not reproduced in this paper. The models in current use are derivation of important earlier works, so the paper traces the development of the models from the beginning with work done in Great Britain and its importation into the United States and several other countries. The paper also looks at research done in teaching information literacy as a process, and monitoring student behavior during the research. (Contains 116 references.) (Author/SWC)

ED 412 973 IR 056 625
Kindel, Carol
Public Library Data, FY 1994 On Disk [Diskette.].
National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-125
Pub Date—1997-06-00
Note—0p.
Available from—New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (stock number: 065-000-01043-7, $17); Internet at gopher.ed.gov:10000; World Wide Web: http://www.ed.gov/NCES/
Pub Type— Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Floppy Disks, Library Services, *Library Statistics, *Library Surveys, *National Surveys, Public Libraries, State Libraries, Statistical Data, Statistical Surveys, Tables (Data)
Identifiers—*Public Libraries Survey (NCES)

Five files were generated from the Public Libraries Survey for fiscal year 1993-94: (1) the Public Library Data File, including data for the universe of 8,921 public libraries identified by state library agencies; (2) the Public Library State Summary/State Characteristics File, including data aggregated at the state-level for the 50 states and the District of Columbia and state characteristics data; (3) the Public Library Outlet File, including the universe of 16,769 public library outlets (central/main, branches, bookmobiles, and books-by-mail only; (4) the Administrative Entities Only/State Library File, including data on 133 "administrative entities only" and state libraries; and (5) the State Library Outlet File, including data on 13 state library outlets. (AA)

ED 412 974 IR 056 701
Penny, Simon, Ed.
Critical Issues in Electronic Media: SUNY Series in Film History and Theory.
Report No.—ISBN-0-7914-2318-2
Pub Date—1995-00-00
Note—298p.
Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-2318-2, $19.95; clothbound: ISBN-0-7914-2317-4).
Pub Type— Books (010) — Collected Works - General (020) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—*Art, Change, *Computer Graphics, Computer Interfaces, Computers, *Electronic Publishing, Females, Futures (of Society), Hypermedia, *Multimedia Materials, Popular Culture, Sex Differences, Technological Advancement, Television, User Needs (Information), Videotape Recordings, Virtual Reality
Identifiers—*Electronic Media, Technology Integration

This interdisciplinary sourcebook offers critical perspectives directly related to, or arising from, the practice of electronic media art. It sketches the changing topology of culture as it enters electronic space and specifically addresses questions of art practice in that space. The volume contains 13 papers: (1) "Suck on This, Planet of Noise!" (McKenzie Wark); (2) "In/Quest of Presence: Virtuality, Aurality, and Television's Gulf War" (Frances Dyson); (3) "Consumer Culture and the Technological Imperative: The Artist in Dataspace" (Simon Penny); (4) "Technology is the People's Friend: Computers, Class, and the New Cultural Politics" (Richard Wright); (5) "Utopian Plagiarism, Hypertextuality, and Electronic Cultural Production" (Critical Art Ensemble); (6) "Virtual Worlds: Fascination and Reactions" (Florian Rotzer); (7) "Transforming Mirrors: Subjectivity and Control in Interactive Media" (David Rokeby); (8) "Encapsulated Bodies in Motion: Simulators and the Quest for Total Immersion" (Erkki Huhtamo); (9) "Image, Language, and Belief in Synthesis" (George Legrady); (10) "Track Organology" (Douglas Kahn); (11) "On Monitors and Men and Other Unsolved Feminine Mysteries: Video Technology and the Feminine" (Nell Tenhaaf); (12) "The Irresistible Interface: Video's Unknown Forces and Fire-Lit Waves" (David Tafler); and (13) "One Video Theory (some assembly required)" (Gregory Ulmer). Contains a brief contributor biographies, a bibliography, and an index. (Contains 224 references.) (SWC)

ED 412 975 IR 056 702
Brandt, D. Scott
Teaching the Net: Innovative Techniques in Internet Training.
Pub Date—1996-00-00
Note—5p.; Paper presented at the Annual Computers in Libraries Conference (11th, Washington, DC, February 27, 1996).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, *Constructivism (Learning), Instructional Effectiveness, *Instructional Innovation, *Internet, Online Searching, Online Systems, Problem Solving, Teacher Effectiveness, Technological Advancement, *Technology Education, *User Needs (Information)
Identifiers—Mental Models, Personification

Teaching the Internet is hard because the technology keeps changing, the system is complex, the environment is relatively unstable, and it is hard to know how much one needs to know in order to successfully use the Internet. The Internet is a pseudo-complex knowledge domain—the "rules" vary, and it is hard to tell which are the "right" answers. A constructivist approach is applicable to learning and training Internet topics. Constructivism focuses on the learner and states that people construct knowledge based on: shaping internal mental models; using previous experience; taking into account sociological/ emotional issues; building problem solving skills; and the PPP Approach to Training Innovation—a guideline for general technology training by using the techniques of personification, personalization, and "psyching out" problems (PPP). Each technique of the PPP Approach to Training Innovation is explained, and examples are provided. The PPP approach is not a panacea—instructors need to know what it is they are teaching;they must be able to get that across to users; and they have to rely on their experience or hard work to incorporate it all in a training session. (SWC)

ED 412 976 IR 056 703

Gross, Daniel D. Walkosz, Barbara Brumley, Bruce

Rhetorical Sensitivity: A Key Concept for Creating Successful Online Instruction.

Pub Date—1997-04-00

Note—5p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Uses in Education, Information Needs, Information Services, *Instructional Design, *Instructional Innovation, Internet, Multimedia Materials, *Online Systems, Rhetorical Invention, *User Needs (Information), *Users (Information)

Identifiers—*Rhetorical Sensitivity

Rhetorical sensitivity is the "tendency to adapt messages to audiences." Unless communicators find a place of similarity between themselves and the audience, the communicators' intended effect loses potency. In order to present effective online instruction, instructors must imagine they are learners, or imagine they are new to online instruction. To begin from the perspective of an instructor or one familiar with online instructions is to fail to practice rhetorical sensitivity. The instructor must design each step of the learning experience with the learner audience in mind. Five interrelated components should guide online instruction in order for the instruction to be characterized as rhetorically sensitive: obvious—present the material on the first page in such a manner that even the most naive participant would make the right choices; consistent—the same online format should be used throughout the course; global—the audience is international, a global audience; dynamic—to keep the learner involved in the topic, the instructor needs to stimulate as many learner receptors as possible, and this can be done using text, pictures, charts, video clips, movies and the like; and open—the general curriculum needs to be created to include an open flexibility that will accommodate the novice as well as the advanced learner. Rhetorical sensitivity applies to the construction of educational messages on the Internet, and online instructors must think first of the receivers of their instruction. (SWC)

ED 412 977 IR 056 707

Fulkerth, Robert

Cloning, Creating, or Merely Mutating? Translating Traditional Instructional Materials for Use in Electronic Learning Spaces.

Pub Date—1997-04-00

Note—9p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration Education, *Computer Mediated Communication, *Computer Uses in Education, Discussion (Teaching Technique), Group Discussion, Higher Education, *Instructional Effectiveness, *Instructional Innovation, Internet, *Online Systems, *Writing Instruction

This paper discusses the processes and outcomes of translating a traditionally-taught business writing course into the online format, using bulletin board software. The paper covers creating, teaching, and managing the online business writing course at Golden Gate University (San Francisco, California). Pedagogical objectives are to emulate group feedback and process-model writing activities online, in addition to delivering business writing course material. Course management objectives are to enable a "just-in-time" communicative environment online, one that meets the varying needs and speeds of both students and teacher. This work may help the teacher who is considering teaching in the electronic environment to successfully reformulate existing courses for electronic delivery. For those who are concerned with issues of course and program quality and possibly institutional accreditation, tentative findings are that well designed and delivered online courses match the quality of face-to-face courses. The successful online course must be highly managed and tightly structured, in addition to being interactive and driven by communication and feedback. The successful online course enables learning, and allows for expressions of the students' subjective and information needs. Regardless of how the technology shapes the experience, the emphasis in technology use should remain on effective communication that supports learning. (Author/SWC)

ED 412 978 IR 056 708

State Library Agencies Data, FY 1995. On Disk. [Diskette.].

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-520

Pub Date—1997-00-00

Note—0p.

Available from—New Orders, Superintendent of Documents, P.O. Box 371954 Pittsburgh, PA 15250-7954 (Stock number 065-000-01076-3, $15); fax: 202-512-2250; Internet: gopher.ed.gov:10000; World Wide Web: http://www.ed.gov/NCES

Pub Type— Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Information Services, Libraries, Library Networks, *Library Services, *Library Statistics, *Library Surveys, National Surveys, State Agencies, *Statistical Data, Tables (Data)

The annual State Library Agencies (STLA) Survey is a cooperative effort between the Chief Officers of State Library Agencies (COSLA), the U.S. National Commission on Libraries and Information Science (NCLIS), and the National Center for Education Statistics (NCES). The survey provides state and federal policy-makers, researchers, and other interested users with description information about STLAs in the 50 United States and the District of Columbia for fiscal year 1995. STLA survey data, along with the results of other NCES data collections, provides a national profile of libraries and information service. The survey file contains data on governance, public service hours, number and types of service outlets, type and size of collections, library service transactions and development transactions, support of electronic information networks, allied operations, staff, and income and expenditures. Data is also collected on STLA services to public, academic, school, and special libraries, and to library systems. (Author/AEF)

ED 412 979 IR 056 710

The Public's Information: Striking a Balance Between Access and Control: A Summary of Proceedings of the FLICC Forum on Federal Information Policies (Washington, DC, March 19, 1996).

Federal Library and Information Center Committee, Washington, DC.

Pub Date—1996-00-00

Note—49p.

Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Information, Federal Government, Foreign Countries, *Freedom of Information, Futures (of Society), *Government Publications, Information Services, *Information Systems, *Information Technology, National Security, Public Agencies, Technology

Identifiers—National Information Infrastructure, United States

This report is a summary of topics presented at the annual forum of the Federal Library and Information Center Committee (FLICC) of the Library of Congress. The first portion of the Forum examined information availability issues and reviewed government publishing and access arrangements in the United States and other democratic countries. Significant differences in public expectations, copyright authority, official secrecy practices and technology applications were discussed. Additionally, representatives from the Government Printing Office, Office of Management and Budget and National Information Infrastructure Task Force provided an update on the status of the Federal Government's traditional information dissemination programs and described what is ahead for the next century. In the second portion, the Forum turned to interests calling for protection of information and weighed important safeguarding considerations arising due to the government's possession of expansive personal, commercial and national security information. Expert panels discussed ways to counter technological intrusion through legal enforcement and technical means and examined the vulnerability/protection issues surrounding United States information systems. A summary of the keynote address by William Drake, Assistant Professor of Communications at the University of California at San Diego, "Balancing Interest in the New Information Structure—National and Global Perspectives" is also provided, as well as the full text of Bruce W. McConnell's article, "New Wine in Old Wineskins: U.S. Government Information in a Networked World." (AEF)

ED 412 980 IR 056 711

Haas, Mark

Growing a Culture: Analyzing Computer Communication in the Academy through Genre.

Pub Date—1997-00-00

Note—9p.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Computer Mediated Communication, *Computer Uses in Education, *Evaluation Methods, Higher Education, Instructional Innovation, *Interaction, *Interpersonal Relationship, Telecommunications, Writing (Composition)

Identifiers—Illinois State University

In computer-mediated communication, genres are the means through which community is established; it is through genres that students construct their knowledge and express their positions. This paper presents and illustrates an analytical method based on genre and social semiotic theory, which can be used to investigate the development of student interactions during computer-mediated communication. The theoretical framework of the method is located in an ecological model of the classroom. The project site was Illinois State University's Writing Program. The class was viewed as a field where the students' understanding of the reception and production of academic discourse develops dialogically, thus preparing the way for continued writing development as well as academic development. The ecosocial model provided for a test of whether instruction actually resulted in active development or just superficial compliance with academic demands. It is concluded that computer-mediated communication emphasizes the constitutive role of genre, displaying features of a written and spoken continuum, suggesting investigation into a new hybrid discourse. (Contains 13 references.) (AEF)

ED 412 981 IR 056 713

Latimore, Ritchie R.

The Electronic Library and the Online Classroom: A Technical, Legal, Ethical, and Moral Perspective.

Pub Date—1997-04-00

Note—20p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, *Electronic Classrooms, *Electronic Libraries, Information Networks, Information Policy, Information Retrieval, Information Technology, *Internet, Legislation, *Online Systems, Standards, Technological Advancement

Identifiers—Access to Technology

This paper addresses online classroom and electronic library issues which include the myriad of technical difficulties encountered, along with physical and intellectual property rights. It also makes a statistical comparison of two proportions of Internet access between city and rural schools. An inescapable time lag between the introduction of new technology and attempts to address its legal, ethical, and moral implications are discussed. A statistical inference of exponential growth in the number of Internet hosts from 1981-1997, advertised in the Domain Name Server are also reviewed. The study concludes that, as electronic libraries and online classrooms proliferate, containing vast databases of information linked together by the information superhighway, distributed, standards-based, scaleable online classrooms and electronic libraries are inevitable. To place these global virtual online classrooms and electronic libraries at the fingertips of a world-wide clientele will require the development of intelligent client programs that can aid the user in exploring the thousands of distributed information servers. It will also require application of advanced techniques for information retrieval, information filtering, resource discovery, and the application of new techniques for automatically analyzing and characterizing data sources ranging from texts to videotapes. Additionally, it will require that new laws and legislation be enacted based solely on the use of computer technology. (Contains 14 references.) (AEF)

ED 412 982 IR 056 714

Love, Elise B.

Advertised Demand for Educational, Professional and Interpersonal Competencies in Academic Library Positions.

Pub Date—1997-04-00

Note—59p.; Master's research paper, University of North Carolina at Chapel Hill.

Pub Type— Dissertations/Theses (040) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, *Competence, *Employment Opportunities, *Employment Potential, *Employment Qualifications, Higher Education, Interpersonal Competence, Job Applicants, Job Skills, Labor Market, Library Schools, Library Science, Occupational Information, *Occupational Surveys

Identifiers—American Library Association

This study evaluates demand for specific competency categories in the 1996 United States academic library job market. Its purpose is to identify frequencies of requested qualifications and of job openings by United States region, to inform students and administrators of Masters of Library Science (MLS) Programs of current competency requirements and regional opportunities in the highly competitive academic library job market. Content analysis of "American Libraries" established that the ALA-accredited MLS continues, as in previous studies, to lead all other qualifications. The MLS gave overall educational competency the top frequency ratio of 95.9%, followed by professional competency at 90%, technological at 82.4% and interpersonal at 79.4%. Demand for "library or related experience" was present in 64.7% of United States advertisements. Of the interpersonal skills, "communication" was required in 72.9% of advertisements and "work with others" in 55.9%. The South advertised more positions than any other region. Twelve figures and tables throughout the text show findings. Six appendices present data tables. (Contains 11 references.) (Author)

ED 412 983 IR 056 716

Wisdom, Mark

Preservation Assessment and Disaster Response Plan.

Pub Date—1996-12-00

Note—91p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Archives, *Emergency Programs, Environmental Research, Fire Protection, *Library Collections, Library Expenditures, *Library Facilities, Library Funding, Library Planning, Library Policy, Natural Disasters, *Preservation, Repair

Identifiers—*Small Libraries, *Special Collections (Library)

This paper addresses the preservation needs unique to small libraries, where the majority of special collections exist. A preservation survey of the Herrick Memorial Library (Wellington, OH) was conducted to ascertain the condition of its 45,000 holdings and develop a practical low-cost disaster plan. Using accepted preservation survey criteria, the building and physical plant were examined in order to determine any susceptibility to environmental threat and if so, evaluate any impact it may have upon the library's collection. The study also examined a wide variety of preservation issues, from the existence of a written preservation plan to the extent of damage to the print collection from acidification. The research focused on four areas: (1) the extent of a preservation policy at any level within the library and how knowledgeable the staff was in preservation awareness and procedures; (2) an environmental survey to evaluate the suitability of the building for housing the collection; (3) a survey of the collection to assess the physical condition and state of repair of selected library holdings and to determine the nature and magnitude of any problems identified; and (4) the development of a practical and low-cost library disaster response plan. Includes the disaster plan, emergency instruction sheet, phone tree, recommended supplies, fire/disaster inspection checklist, emergency/fire evacuation plan, and key control log. The National Archive and Record Administration "Preservation of Water Damaged Library Materials" and flowchart illustrating the treatment of water damaged books and papers are appended. (Contains 11 references.) (Author/SWC)

ED 412 984 IR 056 717

Wilson, Luellen

Content Analysis of the Increasing Trend of Information Brokers.

Pub Date—1996-12-00

Note—38p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, *Databases, Fees, Information Dissemination, Information Retrieval, *Information Scientists, *Online Searching, Online Vendors, Search Strategies, *Vocabulary

Identifiers—*Professional Literature

This study tracks the increasing use of the term "information broker" in the professional library literature, and looks at the extent to which the professional literature reflects the increasing trend of information commodification. The content of three online databases was analyzed: LIBRARY LITERATURE, LISA, and ABI/INFORM. Four terms that express the gathering, retrieving, and organizing of information for a fee were used to search each database over the period 1985-1995: information brokers; information consultants; information entrepreneurs; and information specialists. The information terminology searched for within the three databases showed a dramatic increase between 1985 and 1990. The database with the greatest increase in occurrence of the four terms was ABI/INFORM, most likely because it is a business database, and businesses are one of the main consumers of information brokerage services. The growth spurt between 1985 and 1990 shows an exploding interest in the idea of buying the services of a professional in the information retrieval field. The trend changed between 1990 and 1995. The data shows a leveling off between 1990 and 1995 of the frequency of hits for all four terms, with only gradual increases or decreases in use. Changing popularity of terms over time may influence their use in the professional literature. Frequencies for the occurrence of each individual search term are discussed. (Contains 12 references.) (SWC)

ED 412 985 IR 056 718

Garrett, Amy B.

Fee Versus Free in Libraries.

Pub Date—1997-06-26

Note—39p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Analysis, Document Delivery, Elementary Secondary Education, *Fees, Higher Education, *Information Retrieval, Interlibrary Loans, Libraries, Library Funding, Library Policy, *Library Services, Online Searching, *Reference Services, Reprography, User Needs (Information), *Users (Information)

This study examines 104 articles on the fee versus free controversy in libraries, written primarily between the years of 1992 and 1997. The content analysis assesses the types of libraries that charges fees—academic, public, school, or special; who is charged—everyone, businesses and their personnel, law firms and lawyers; and what services the libraries charge for—for example, interlibrary loan, document delivery, and online searching. The study examines the country in which each article is based to see if there is greater or lesser concern about the fee versus free issue in certain countries. Public libraries are prevalent chargers and charge all groups of patrons. Patrons are charged most often for online searching and photocopying. Most libraries that charge fees are responding to difficulties with providing additional services that customers demand, but that budget authorities are often unwilling or unable to fund. There is no such thing as "free" library service—almost everyone pays some sort of tax in support of the general operation of their library. Appendices include a coding categories key, a coding sheet, content analysis data, and citations for the articles examined. (Contains 14 references.) (SWC)

ED 412 986 IR 056 719

Long, Jennifer M.

Content Analysis of Job Advertisements for Systems Librarians.

Pub Date—1997-05-00

Note—43p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Careers, Computer Networks, Computer Software, *Employment Qualifications, Internet, *Job Analysis, *Libraries, Library Automation, *Library Personnel, Microcomputers, *Occupational Information, Online Systems, Prior Learning, Salaries, Work Experience

Identifiers—*Library Computer Systems

Job advertisements listed in "American Libraries" and "Library Hotline" from January 1993 to January 1997 and archived through the Hypertext Archives for LIBJOBS from August 1995 to January 1997 were examined to determine the job opportunities and qualifications for systems librarians. The job opportunities were analyzed in terms of the type of employing institution, the geographic location, the minimum salary, and the position level. The job qualifications were analyzed in terms of the degrees required, the minimum amount of experience required, and the specialized knowledge or experience required or preferred. Among the major findings of this study were the following: (1) there are more systems librarian positions in academic libraries than in public or special libraries; (2) the minimum salaries offered tend to fall in the $20,001 to $45,000 range; (3) the majority of the positions require an MLS degree although sometimes a computer degree may be substituted for an MLS degree; (4) experience is always required; and (5) knowledge or experience with library housekeeping systems, networks or networking, and operating systems or environments is desirable. (Contains 18 references.) (Author)

ED 412 987 IR 056 720

Leovic, Lydia K.

How Commercial Banks Use the World Wide Web: A Content Analysis.

Report No.—u

Pub Date—1997-05-00

Note—47p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Banking, *Computer Mediated Communication, Delivery Systems, Electronic Publishing, Hypermedia, *Information Dissemination, Information Networks, Information Transfer, Innovation, *Marketing, Technological Advancement, Technology Transfer, *World Wide Web

Identifiers—*Electronic Commerce, Technology Integration

New telecommunications vehicles expand the possible ways that business is conducted. The hypermedia portion of the Internet, the World Wide Web, is such a telecommunications device. The Web is presently one of the most flexible and dynamic methods for electronic information dissemination. The level of technological sophistication necessary to market products and transact business on the World Wide Web, however, has not been standardized. This study identifies several models of Web functionality. A website can simply transmit data, creating an electronic repository of information. Along with delivering files, a website can be interactive, so that information can be sent back to the Web server for processing. Lastly, a website can provide custom data delivery and secure transactions across the Internet. The sample of this study, major North American commercial banks, did not produce websites of the same magnitude as one another, with comparable message content, or utilizing similar Web technologies. Standard guidelines for information presentation and organization were not apparent. While websites that employed more glamorous Web technologies were visually appealing and functionally interesting, the quality of the information and its organization on a website had little to do with the degree to which advanced Web technologies were employed. A list of uniform resource locators (URLs) for the top commercial banks are appended. (Contains 20 references.) (Author)

ED 412 988 IR 056 721

Davis, Eric T.

A Prototype Item-Level Index to the Civil War Photograph Collection of the Ohio Historical Society.

Pub Date—1997-08-00

Note—52p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bibliographic Records, Cataloging, *Civil War (United States), Classification, History, *Indexing, Internet, Library Catalogs, *Library Collections, Library Technical Processes, *Photographs, Reference Materials, Research Tools, Resource Materials, Special Libraries, *Visual Arts

Identifiers—*Ohio

Historically, bibliographical classification and indexing systems have concentrated on textually-based materials. More recently, archives and libraries have realized a pressing need to provide access to visual documents. An institution like the Ohio Historical Society must consider many different tools of access to achieve this goal. The growth of the Internet makes it an attractive conduit for providing access via an electronic index of bibliographical surrogates of the collection. The heart of the index is the bibliographical record. If the search terms selected by the researcher do not match the terms selected by the indexer, the index is a failure. This study addresses methods of anticipating the language and needs of an index's future users by charting and analyzing past information requests. It also examines the different sources available for generating the controlled vocabulary and bibliographic record format for image collections. Finally, it describes the creation and testing of an electronic index by four Ohio Historical Society staff researchers. Findings include: the majority of reference requests are very specific; the subject headings of the "Library of Congress Thesaurus for Graphic Materials" are the most appropriate for this collection; and the best model for the bibliographic record is the Library of Congress record. Several modifications of these records proved appropriate in the areas of field names and the level of specificity of subject headings. Appendices include reference and information-only requests from July 1995-May 1997, sample records, and a bibliography of Civil War Ohio reference books. (Contains 28 references.) (Author/SWC)

ED 412 989 IR 056 722

Boos, Jo Ellen

A Children's Materials Availability Study at the Bellevue Public Library.

Pub Date—1996-11-00

Note—32p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children, *Early Adolescents, Evaluation Methods, Library Collections, Library Research, *Library Services, *Library Surveys, Public Libraries, *Use Studies, *User Needs (Information), User Satisfaction (Information)

Identifiers—Ohio, *Output Measurements

In recent years there has been a push for libraries to develop and use systematic measures to determine the effectiveness of library service. Materials availability, or fill rate, is one of many output measures used in libraries. This technique measures the degree to which library customers are able to acquire the materials they want during their visits to the library; it serves as an indicator of how well the library's collection is meeting its users' needs. This paper describes a study of children's materials availability at the Bellevue Public Library (Ohio). Questionnaires were distributed to patrons—children and adults acting on behalf of children—in the library over a period of one week, with an end result of 197 usable questionnaires. Searches for specific authors, titles, and subjects had a fill rate of 79%. The browsing fill rate was 76%. The homework fill rate was 84%. The overall children's fill rate, including specific searches and browsing, was 77%. Data gathered from the study were useful for analyzing and forming objectives for collection development, bibliographic instruction, and customer service. This study provides a foundation from which to make comparisons in the future. Repeating the study each year will provide more information about the effects of budget changes and automation on search processes. The survey cover letter, questionnaire, and survey log are appended. (Contains 19 references.) (SWC)

ED 412 990 IR 056 723

Wolfgram, Derek E.

McDonald and Company Securities Library User Survey, 1996.

Pub Date—1996-10-00

Note—40p.; Master's Research Paper, Kent State University.

Pub Type— Dissertations/Theses (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Business, Information Needs, Information Seeking, Information Sources, Information Utilization, *Library Research, *Library Services, *Library Surveys, Online Systems, Research Tools, Special Libraries, *Use Studies, *User Needs (Information), *User Satisfaction (Information), Users (Information)

Identifiers—Business Information, *Business Librarians

The library of McDonald and Company Securities is important to the success of the business and its employees. This study assesses the needs and expectations of the library users, and analyzes how well the current library services are meeting those needs and expectations. A questionnaire was distributed to a large random sample of the firm's employees. The results were compiled, and a statistical analysis was performed to analyze the relationships that existed among various items evaluated on the questionnaire. The questionnaire evaluated: frequency of library use; method of requesting library services—phone, fax, e-mail, interoffice mail, or visiting the library; method of receiving information; length of time the library takes to answer user's request; frequency of use of specific services; ability of librarians to find the information sought and reason if librarians are unable to; importance of specific library services; importance of the library for job performance; the degree of value the library adds to presentations to clients and colleagues; overall level of satisfaction with the library; user's position in company and branch location; and a write-in section for additional comments. The survey achieved a response rate of 66% (n=258). Of the respondents, 69% indicated that they had used the library. Overall, the survey revealed that employees are very satisfied with the current performance of the library. The librarians must continue to work to ensure that employees are aware of what information is available, and that the information is accessible quickly and efficiently. The cover letter and questionnaire are appended. (Contains 26 references.) (SWC)

JC

ED 412 991 JC 970 546

Grosset, Jane

An Assessment of Community College of Philadelphia's Effectiveness in Preparing Students for Transfer and Employment. Institutional Research Report No. 92.

Philadelphia Community Coll., PA. Office of Institutional Research.

Pub Date—1996-12-00

Note—21p.; For the first report in this series, see ED 411 932.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Career Education, College Outcomes Assessment, *Community Colleges, *Instructional Effectiveness, Job Training, *Outcomes of Education, Research Reports, Transfer Programs, Two Year Colleges

Identifiers—*Community College of Philadelphia PA

The second in a series of institutional research reports that demonstrate the role the Community College of Philadelphia (CCP) plays in supporting the educational needs of the community, this report highlights some of the opportunities and benefits that students accrue from their enrollment at the College. CCP provides the community with affordable, nondiscriminatory access to higher education; 37% of 1995 graduates said they would have been unable to participate in higher education without the College. Main reasons for enrollment included preparation for new employment, educational transfer, personal interest and general education, basic skills development, and strengthening of existing employment skills, and CCP provides programs in business, liberal arts, allied health, science and technology, and the social sciences to meet those needs. In 1995, 50% of CCP graduates transferred successfully within a year, exceeding the state-wide community college transfer rate of 38.6%. Most of the College's transfer students enroll at a college within the Philadelphia region, particularly Temple University, with high rates of academic success. The majority of CCP career program graduates successfully achieve their employment objectives; in 1995, 52.4% found a new job and 88% were working in a field directly related to their studies. Students expressed a very high degree of satisfaction with their CCP education and the role it played in achieving their transfer and career goals. (YKH)

ED 412 992 JC 970 548

Hogan, Robert

Analysis of Student Success in Distance Learning Courses Compared to Traditional Courses.

Technical Coll. of the Lowcountry, Beaufort, SC.

Pub Date—1997-07-25

Note—8p.; Paper presented at the Annual Conference on Multimedia in Education and Industry (6th, Chattanooga, TN, July 23-25, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Course Evaluation, *Distance Education, *Grades (Scholastic), Program Effectiveness, Success, Two Year Colleges, *Withdrawal (Education)

A study was conducted at South Carolina's Technical College of the Lowcountry to compare the success rates of students enrolled in distance education courses to those of students in traditional courses. Average grades, completion rates, and withdrawal rates were analyzed for students in 11 courses, with outcomes compared for students enrolled in distance sections in fall 1996, and traditional sections taught by the same instructor the previous fall. Results indicated that distance students' average grades were .27 points higher than those received by students in traditional courses. Students in distance courses also had higher completion rates than traditional students, with 75% of the 220 distance students and 72% of the 457 traditional students successfully completing the course. Withdrawal rates, however, were higher for distance students, with 21% withdrawing, compared to 19% of the traditional students. Data tables showing average grades, success rates, and withdrawal rates by section; grade distributions; and grade distribution percentages are included. (BCY)

ED 412 993 JC 970 549

Fitzgerald, Joan Jenkins, Davis

"Making Connections": Community College Best Practice in Connecting the Urban Poor to Education and Employment.

Illinois Univ., Chicago. Great Cities Inst.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1997-01-00

Note—104p.

Available from—Great Cities Institute (M/C 107), University of Illinois at Chicago, 322 South Green Street, Suite 108, Chicago, IL 60607-3502.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, *College Role, *Community Colleges, Economic Development, *Labor Force Development, Models, Poverty, Program Descriptions, Program Effectiveness, Two Year Colleges, *Urban Education

Drawing on case studies of six urban community colleges, this report examines the community college mission with respect to economic and workforce development and describes model partnerships involving colleges, community-based organizations, government, and social service organizations to create pathways to employment for the urban poor. Following an executive summary, the report highlights the role of community colleges in the Annie E. Casey Jobs Initiative, designed to identify strategies for connecting residents of inner-city neighborhoods to gainful employment. Issues faced by the colleges in serving the urban poor are then reviewed, highlighting problems in linking non-credit and credit course systems, and the types of programs offered by colleges are discussed. The following five characteristics of successful college programs are then described: strong commitment from college leadership, the provision of intensive support services, the formation of partnerships with social service and community organizations, innovative teaching methods, and active employer involvement. Finally, case studies are provided of successful efforts at the following colleges: El Paso Community College (Texas), LaGuardia Community College (New York), Miami-Dade Community College (Florida), Portland Community College (Oregon), San Diego Community College District (California), and Sinclair Community College (Ohio). Each case study provides a description of the college or district and their approach to serving the urban poor, a synopsis of related programs, and lists of individuals working with the programs. (BCY)

ED 412 994 JC 970 550

Glyer-Culver, Betty M. Beachler, Judith

Student Transfers to the California State University and University of California: 1997 Report.

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.

Pub Date—1997-00-00

Note—12p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Outcomes Assessment, *College Transfer Students, Community Colleges, *Enrollment Trends, Higher Education, Longitudinal Studies, *Minority Groups, *Population Trends, Racial Composition, *Student Characteristics, Two Year Colleges

Identifiers—California State University, Los Rios Community College District CA, University of California

The eighth in a series of reports, prepared by the Office of Institutional Research, regarding transfer students from California's Los Rios Community College District, this document provides longitudinal data on transfers from the District's three colleges (i.e., American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC)) to the University of California (UC) and California State University (CSU) systems. The analysis covers the period from 1986-87 to 1995-96, with detailed data provided on the numbers and characteristics of transfers in the 1994-95 and 1995-96 academic years. Following a brief introduction, the numbers of transfers to UC and CSU are discussed, indicating that transfers to UC increased by 1% in 1994-95 and by another 1.4% in 1995-96 and that transfers to CSU increased from 2,349 in 1993-94 to 2,485 in 1994-95 but decreased to 2,320 in 1995-96. Next, data are provided on minority student transfers, indicating that minority transfers increased by 23.5% between 1993-94 and 1994-95, but decreased by 2.1% in 1995-96. Trends in minority transfers over the past 5 years are then discussed for each District college, indicating that in 1995-96 29.8% of all transfers from ARC were minorities, compared to 46.9% at CRC and 60% at SCC. In contrast, during that same 5 year period, the proportion of white student transfers steadily declined for each of the years: from 68.1% in 1991-92 to 55.8% for 1995-96. Finally, a discussion is provided of minority proportions in the District area population, enrollments, and transfers as of July 1995. (BCY)

ED 412 995 JC 970 551

Glyer-Culver, Betty M.

Student Profile: Spring 1997.

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.

Pub Date—1997-07-00

Note—12p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendance Patterns, Community Colleges, *Enrollment, *Enrollment Trends, Ethnicity, Longitudinal Studies, Multicampus Districts, *Student Characteristics, *Two Year College Students, Two Year Colleges

Identifiers—*Los Rios Community College District CA

The first in a series of annual student profiles, this report provides data on student demographics and enrollment trends from spring 1994 through spring 1997 at the three colleges of California's Los Rios Community College District: American River College, Cosumnes River College, and Sacramento City College. Following a brief introduction, data are provided on: total district enrollment; district enrollment by ethnicity, gender, ethnicity by gender, age group; day and evening attendance status; average student unit load; student status (new, transfer returning, special admit or continuing); and district enrollment by college units completed. Highlighted findings include the following: (1) total District enrollment at the end of spring 1997 was 49,400, up from 47,255 in spring 1996; (2) between spring 1994 and spring 1997, ethnic minority students increased from 36.9% to 39.6% of enrollment; (3) the number of students age 40-and-over increased by 3.2% between 1994 and 1997, although the actual proportion of these students varied from semester to semester; (4) in spring 1997, 49.5% of the students were in day classes, 28.9% in evening classes, and 21.7% in both, a pattern which remained stable over the period; and (5) in spring 1997, increases were registered of both students with no previous college units and those with Baccalaureate degrees or higher. (BCY)

ED 412 996 JC 970 552

Glyer-Culver, Betty, M.

A Survey of New Students in Spring 1997.

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.

Pub Date—1997-10-00

Note—12p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Community Colleges, *Course Selection (Students), Enrollment Influences, *Participant Satisfaction, Program Effectiveness, School Effectiveness, *Student Attitudes, *Student Characteristics, *Two Year College Students, Two Year Colleges

Identifiers—Los Rios Community College District CA

In fall 1996, California's Los Rios Community College District (LRCCD) undertook several initiatives to increase enrollment, including the construction of state-of-the-art computer laboratories to meet demands for high tech training and the expansion of course offerings to non-traditional times. To evaluate the effectiveness of these efforts, surveys were sent to 9,424 students attending LRCCD for the first time in spring 1997, requesting information on how they select classes, their satisfaction with their college and student services, and their scheduling preferences. Study findings, based on responses from only 14% (n=1,323) of the students, included the following: (1) the most important reasons for selecting classes were to gain job skills or to work towards a degree or certificate; (2) 82.6% agreed or strongly agreed that the classes they took in spring 1997 met their educational needs, compared to only 9.8% who disagreed or strongly disagreed; (3) 78.7% felt that their instructors were effective, while 77.5% agreed or strongly agreed that it was easy to get the classes they wanted; (4) 52.5% indicated that weekday evening classes were convenient, 37.5% weekday mornings, and 33.7% weekends; and (5) 57% preferred classes that last the traditional 18-week semester. (BCY)

ED 412 997 JC 970 553

Brewer, Patricia Denney, Linda Struhar, William

General Education Assessment: Starting and Restarting.

Sinclair Community Coll., Dayton, OH.

Pub Date—1997-00-00

Note—14p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Committees, Community Colleges, *General Education, *Program Development, *Student Evaluation, Teacher Participation, *Teacher Role, Two Year Colleges

Identifiers—Sinclair Community College OH

Before a general education (GE) program is initiated or assessed, a solid institutional foundation should exist, including a philosophy and definitions regarding GE. At Ohio's Sinclair Community College, the institutional foundation included a college-wide Assessment Steering Committee charged with developing a comprehensive assessment plan for student achievement and three successive faculty committees working on identifying basic skills, developing evaluation tools, and establishing across-the-curriculum assessment. In developing an assessment program at the college, one key step was ensuring faculty leadership in the effort. Another key element was the development of the following six assumptions regarding the purpose of GE: (1) assessment should be undertaken with a variety of techniques; (2) GE should have a well-defined identity; (3) assessment practices should recognize and encourage faculty uniqueness in course sections; (4) assessment should recognize individual differences among students; (5) GE should be reinforced in all courses; and (6) assessment information should be used to improve GE and the assessment process itself. The college also held a General Education Day, in which faculty worked in small groups to develop a vision of GE. Finally, to implement a GE assessment plan, the college designated a faculty member to act as GE Coordinator; documented support of the GE plan is being collected from all academic departments; and faculty are developing appropriate assessment tools. (BCY)

ED 412 998 JC 970 554

Larson, John C. Garies, Ruth S. Campbell, William E.

A Profile of MCPS Graduates and Their Performance at Montgomery College.

Montgomery Coll., Rockville, MD.
Pub Date—1996-05-00
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Comparative Analysis, *Developmental Studies Programs, Grade Point Average, High School Graduates, High Schools, *Outcomes of Education, *Student Characteristics, Success, *Two Year College Students, Two Year Colleges
Identifiers—Montgomery College MD, Montgomery County Public Schools MD

A joint study was undertaken by the Montgomery County Public Schools (MCPS) and Montgomery College (MC), in Maryland, to determine the characteristics of MCPS graduates enrolled at MC and patterns in their developmental course placement. Data were collected for 13,575 MCPS graduates from 1992 and 1993 who enrolled in regular semester terms within 1 year of graduation. In addition, data on first-year outcomes were collected for 2,041 MCPS graduates who enrolled at MC in both the fall and spring terms following graduation. The study found that the MCPS graduates enrolled at MC were more likely to have received special education services and English as a Second Language instruction than MCPS graduates in general. Approximately 7% of these graduates had taken higher math and honors English courses and were not required to take any developmental math courses. However, the almost 55% who had taken only intermediate algebra and 12th-grade English had a 1-in-3 likelihood of taking a developmental course at MC, while the almost 40% who had taken no math higher than geometry and senior English courses below grade level took MC developmental math courses at a rate exceeding 90%. Finally, the mean grade point average at MC for the 1992 graduates was 2.26, compared to 2.15 for 1993 graduates, while both classes successfully completed only three-quarters of their credit hours. Recommendations for improvement and data tables are included. Contains 10 references. (BCY)

ED 412 999 JC 970 555

Dillon, Connie L., Ed. Cintron, Rosa, Ed.

Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9842-7; ISSN-0194-3081
Pub Date—1997-00-00
Contract—RR93002003
Note—117p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($22; subscription: $55 individuals, $98 institutions, agencies, and libraries)
Journal Cit—New Directions for Community Colleges; v25 n3 Fall 1997
Pub Type— Collected Works - Serials (022) — ERIC Publications (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Acceleration (Education), Access to Education, Accreditation (Institutions), Community Colleges, *Distance Education, *Educational Change, *Educational Policy, Intellectual Property, National Standards, State Government, Two Year Colleges
Identifiers—Virtual Classrooms

Focusing on distance education in the community college, this volume explores issues related to administrative support, state-level policy, national standards, and copyright. The following article are provided: (1) "Distance Education as a Catalyst for Changing Teaching in the Community College: Implications for Institutional Policy (Arlene H. Parisot); (2) "Changing the Way We Teach by Changing the College: Leading the Way Together" (Douglas H. Lape, Patricia K. Hart); (3) "From the Margin to the Mainstream: State-Level Policy and Planning for Distance Education" (Patricia Kovel-Jarboe); (4) "Seamless Education through Distance Learning: State Policy Initiatives for Community College/K-12 Partnerships" (Suzanna Spears, Randy L. Tatroe); (5) "Reducing Time-to-Degree with Distance Learning: Are We Closer Now Than When We Started?" (Patrick Dallet, John H. Opper); (6) "Localizing National Standards for Evaluation of Distance Education: An Example from a Multistate Project" (Christine K. Sorensen); (7) "Implications of a Virtual University for Community Colleges" (Sally M. Johnstone, Stephen Tilson); (8) "Who Sets the Standards? Accreditation and Distance Learning" (Barbara Gellman-Danley); (9) "Ownership and Access: Copyright and Intellectual Property in the On-line Environment" (Marina Stock McIsaac, Jeremy Rowe); (10) "Distance Education and the Community College: From Convention to Vision" (Connie L. Dillon, Rosa Cintron). (ECF)

ED 413 000 JC 970 556

Armstrong, William B. Lewis, Mary Neault, Lynn C.

Americans with Disabilities Act Mesa College Self-Evaluation Study.

San Diego Community Coll. District, CA. Research and Planning.
Pub Date—1997-02-00
Note—36p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accessibility (for Disabled), Assistive Devices (for Disabled), Community Colleges, *Compliance (Legal), Disabilities, Educational Resources, Faculty Development, Focus Groups, Institutional Evaluation, *Self Evaluation (Groups), Staff Development, Student Attitudes, Teacher Attitudes, Two Year Colleges
Identifiers—*Americans with Disabilities Act 1990, San Diego Community College District CA, San Diego Mesa College CA

In 1997, the San Diego Community College District conducted a self-evaluation study of Mesa College to assess its compliance with the Americans with Disabilities Act (ADA). Ten focus groups discussed their knowledge and views of the ADA. Findings for the Student and Disabled Student Group indicated that while there was a general lack of awareness of special needs and available services for individuals with disabilities; students did acknowledge certain instructional accommodations. Administrators demonstrated knowledge of programmatic and instructional accommodations and declared a commitment to informing staff of ADA policies. Staff held divergent views, with some staff feeling that most provisions of the ADA had been accomplished, while others noted areas in need of improvement. Staff training and campus reviews were advocated. The Student Services and Disabled Student Programs and Services Department Staff felt the need for continuous discussion of access issues and greater classroom space. The faculty acknowledged the instructional accommodations made, and were aware of the employment regulations of the ADA. The college police and the special admit programs believed that there was architectural accessibility for the disabled. Site compliance officers corroborated the aforementioned observations, but felt the need for improved access to information. (YKH)

ED 413 001 JC 970 557

Armstrong, William B. Lewis, Mary Neault, Lynn C.

Americans with Disabilities Act Continuing Education Self-Evaluation Study.

San Diego Community Coll. District, CA. Research and Planning.
Pub Date—1997-04-00
Note—41p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accessibility (For Disabled), Assistive Devices (For Disabled), Community Colleges, *Compliance (Legal), Continuing Education, Disabilities, Educational Resources, Faculty Development, Focus Groups, Institutional Evaluation, *Self Evaluation (Groups), Staff Development, Student Attitudes, Teacher Attitudes, Two Year Colleges
Identifiers—*Americans with Disabilities Act 1990, San Diego Community College District CA

In 1997, the San Diego Community College District conducted a self-evaluation study of their continuing education programs to assess the program's compliance with the Americans with Disabilities Act (ADA). Ten focus groups revealed their knowledge and views of the ADA. Students cited the availability of special instructional accommodations, but noted the lack of emergency telecommunication devices for the deaf (TDD) services. Administrators felt that an ADA training session was needed. They cited some necessary improvements of facilities, though most felt that the architecture and programs were accessible. Staff held divergent views on the status of ADA implementation, though there was a general consensus that there was a lack of campus space, and a need for a campus review of access for the disabled. The Disabled Student Programs and Services Department Staff acknowledged instructional accommodations, but cited the need for an emergency evacuation procedure. Faculty and Special Admit Programs, and Business, Facilities, and Operations staff acknowledged architectural and program accessibility, but felt that faculty would find ADA training helpful. Although most staff and faculty believed that accessibility to education and services was implemented, vital areas such as information, training, and emergency services needed improvement. (YKH)

ED 413 002 JC 970 558

Takahata, Gail M.

Title III Mentoring Program.

San Diego Community Coll. District, CA. Research and Planning.
Pub Date—1993-00-00
Note—14p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Counseling Services, *Mentors, Outcomes of Education, Peer Counseling, Program Evaluation, *Student College Relationship, *Student Personnel Services, Student Surveys, Teacher Student Relationship, Two Year Colleges
Identifiers—*Higher Education ACT Title III, San Diego City College CA

In 1993, San Diego City College performed an evaluation of its Title III Mentoring Program to assess its efficacy in improved student outcomes. The program consisted of faculty-counselor teams and peer mentors to provide student support. Surveys were distributed to students asking about knowledge and use of campus services, campus climate, and personal growth. Due to the low rate of response (30%), caution is advised in interpreting the results. Responses indicated that student proteges were more likely than the general student population to be aware of certain support services, but less likely to be aware of academic counseling services. The majority of proteges and students in general reported very positive experiences at City College and anticipated future educational success. Proteges were more likely to interact with and seek support from faculty members. Students felt that their experiences at City College contributed to their personal growth, except in the area of "becoming aware of different cultures." Overall, students reported improvement in their writing and time management skills, and an increased knowledge of campus services. Suggestions included more interaction with faculty and improved implementation of the program. The Title III Mentoring Program Survey is appended. (YKH)

ED 413 003 JC 970 559

Takahata, Gail M. Armstrong, William B.

San Diego City College Accreditation Survey Report.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-00-00

Note—31p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), College Faculty, *Community Colleges, Educational Facilities, Financial Support, Governance, *Institutional Evaluation, Institutional Mission, *Instructional Effectiveness, Reports, Satisfaction, *School Surveys, *Self Evaluation (Groups), Standards, Two Year College Students, Two Year Colleges

Identifiers—*San Diego City College CA, San Diego Community College District CA, Western Association of Schools and Colleges

In fall, 1996, the San Diego Community College District undertook a self-study period to prepare for the Accrediting Commission for Community and Junior Colleges (ACCJC) visit in 1998. Faculty, staff, and students at San Diego City College were asked if the College met the ten standards of the ACCJC as evidence of "good educational practices." Five surveys were distributed: (1) Faculty Accreditation Surveys; (2) Adjunct Faculty Accreditation Surveys; (3) Staff Accreditation Surveys; and (4) Accreditation Student Surveys; and (5) Campus Climate Surveys. Data tables list return rates and are arranged by faculty, staff, and student surveys. Survey results are arranged by "standard" for: standard one—institutional mission; standard two—institutional integrity; standard three—institutional effectiveness; standard four—educational programs; standard five—student support and development; standard six—information and learning resources; standard seven—faculty and staff; standard eight—physical resources; standard nine—financial resources; and standard ten—institutional governance. Study findings included the following: (1) a majority of faculty (81.6%) and staff (72.4%) were familiar with, and recognized the effectiveness of, the College's mission statement; (2) 84.6% of the faculty and 50.9% of the staff felt that the College advocates and demonstrates honesty in representations to its constituencies and the public; (3) a majority of faculty (90.5%) and students (93.6%) were pleased with the quality of teaching and instruction; (4) only 27.8% of the staff felt the College had sufficient staff resources for student services, while 46.1% of the faculty were satisfied; (5) students were twice as likely as the faculty to indicate that the campus library had adequate resources (68.6% compared to 34.4%); (6) a majority of faculty (94.4%), staff (95.3%) and students (81.1%) said that the campus was well-maintained; and (7) 57.5% of the faculty and 36.0% of the staff felt that the administration was structured to provide effective management. (YKH)

ED 413 004 JC 970 560

Takahata, Gail M. Armstrong, William B.

San Diego Miramar College Accreditation Survey Report.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-00-00

Note—31p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), College Faculty, *community Colleges, Educational Facilities, Financial Support, Governance, *Institutional Evaluation, Institutional Mission, *Instructional Effectiveness, Reports, Satisfaction, *School Surveys, *Self Evaluation (Groups), Standards, Two Year College Students, Two Year Colleges

Identifiers—San Diego Community College District CA, *San Diego Miramar College CA, Western Association of Schools and Colleges

In fall, 1996, the San Diego Community College District undertook a self-study period to prepare for the Accrediting Commission for Community and Junior Colleges (ACCJC) visit in 1998. Faculty, staff, and students at San Diego Miramar College were asked if the College met the 10 standards of the ACCJC as evidence of "good educational practices." Five surveys were distributed: (1) Faculty Accreditation Surveys; (2) Adjunct Faculty Accreditation Surveys; (3) Staff Accreditation Surveys; and (4) Accreditation Student Surveys; and (5) Campus Climate Surveys. Data tables list return rates and are arranged by faculty, staff, and student surveys. Survey results are arranged by "standard" for: standard one—institutional mission; standard two—institutional integrity; standard three—institutional effectiveness; standard four—educational programs; standard five—student support and development; standard six—information and learning resources; standard seven—faculty and staff; standard eight—physical resources; standard nine—financial resources; and standard ten—institutional governance. Study findings included the following: (1) though faculty were more likely than staff to be familiar with the mission statement (86.8% compared to 81.8%), they were less likely to believe in its effectiveness (66.7% compared to 60.0%); (2) About three quarters of the faculty and staff believe that Miramar represents itself honestly and accurately; (3) the majority of faculty (97.3%) and students (90.7%) were pleased with the quality of teaching and instruction; (4) 27% of the faculty felt that student services had sufficient staff resources; 22.7% of the staff agreed; (5) 93.3% of the students and 56.8% of the faculty reported that the library was open when they needed it; (6) most of the faculty (68.4%), staff (95.8%0 and students (89.3%) thought that the campus was adequately maintained; and (7) 72.2% of the faculty and 81.8% of the staff felt that their senate met its responsibilities. (YKH)

ED 413 005 JC 970 561

Corbin, Lynda Armstrong, William B.

San Diego Mesa College Accreditation Survey Report.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-00-00

Note—56p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accreditation (Institutions), College Faculty, *Community Colleges, Educational Facilities, Financial Support, Governance, *Institutional Evaluation, Institutional Mission, *Instructional Effectiveness, Reports, Satisfaction, *School Surveys, *Self Evaluation (Groups), Standards, Two Year College Students, Two Year Colleges

Identifiers—San Diego Community College District CA, *San Diego Mesa College CA, Western Association of Schools and Colleges

In Fall, 1996, the San Diego Community College District undertook a self evaluation survey to prepare for the Accrediting Commission for Community and Junior Colleges (ACCJC) visit in 1998. Faculty, staff, and students at San Diego Mesa College were asked if the College met the ten standards of the ACCJC as evidence of "good educational practices." Five surveys were distributed: (1) Faculty Accreditation Surveys; (2) Adjunct Faculty Accreditation Surveys; (3) Staff Accreditation Surveys; and (4) Accreditation Student Surveys; and (5) Campus Climate Surveys. Data tables list return rates and are arranged by faculty, staff, and student surveys. Survey results are arranged by "standard" for: standard one—institutional mission; standard two—institutional integrity; standard three—institutional effectiveness; standard four—educational programs; standard five—student support and development; standard six—information and learning resources; standard seven—faculty and staff; standard eight—physical resources; standard nine—financial resources; and standard ten—institutional governance. Study findings included the following: (1) 77.1% of the faculty and 75.8% of the staff were familiar with the mission statement; (2) the majority of faculty (82.5%) and staff (84.3%) agreed that Mesa represents itself honestly and accurately; (3) most faculty (94.2%) and students (91.6%) were pleased with the quality of teaching and instruction; (4) faculty were more likely than staff to report that student services had sufficient staff (49.6% compared to 40.0%); (5) the library is open when they need it, according to 91.3% of the faculty and 94.2% of the students; (6) most of the faculty (83.5%) staff (82.4%) and students (79.2%) found the campus adequately maintained; (7) fewer than one in three faculty (29.6%) felt that District resource allocation was appropriate to support Mesa programs and 39.2% of the staff agreed; and (8) 44% of the faculty and 41.0% of the staff thought that the district administration was structured to provide effective management. (YKH)

ED 413 006 JC 970 562

Armstrong, William B. Takarae, Yukari

Post-College Wages and Employment Rates of San Diego Miramar College Students.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-00-00

Note—20p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, College Outcomes Assessment, Community Colleges, Educational Benefits, Employment Statistics, *Outcomes of Education, Program Effectiveness, Program Evaluation, *Student Employment, Two Year Colleges, *Vocational Education, *Vocational Followup, *Wages

Identifiers—Post Education Employment Tracking System, *San Diego Miramar College CA

In 1996, San Diego Miramar College conducted a study investigating if their vocational programs prepared students to succeed in the labor market after completing training. The participants of this study were former vocational students of Miramar College who left college in 1990-91 or 1991-92. Economic gains measured by wage rate after program completion were examined by tracking student wages and employment rates for three years after graduation through the Post-Education Employment Tracking System (PEETS). Findings indicated that Miramar students who completed a vocational program were slightly more likely to be employed for a longer term (82.7% compared to 77.6%), and had a faster rate of wage increase than those who did not. Students under 25 received the most amount of economic benefit; their wages had increased by 83.0% three years after college. Nonminority students received slightly higher average wages than minority students three years out of college, $41,894 per year compared to $36,998. More female (92.3%) than male (78.2%) students were in long term employment. The average wages of Miramar College students were found to be higher three years after graduation ($40,506) than the average for other California schools ($30,158). Appendices include tables of wage rates for vocational students under 25, and for all ages. (YKH)

ED 413 007 JC 970 563

Armstrong, William B. Takarae, Yukari

Post-College Wages and Employment Rates of San Diego Mesa College Students.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-09-00

Note—20p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, College Outcomes Assessment, Community Colleges, Educational Benefits, Employment Statistics, *Outcomes of Education, Program Effectiveness, Program Evaluation, *Student Employment, Two Year Colleges, *Vocational Education, *Vocational Followup, *Wages

Identifiers—Post Education Employment Tracking System, San Diego Mesa College CA

In 1996, San Diego Mesa College conducted a study investigating the efficacy of their vocational programs in preparing students for the labor market. Economic gains were examined by tracking student wages and employment rates for three years after graduation through the Post-Education Employment Tracking System (PEETS). Findings indicated that Mesa College students who completed a vocational program were slightly more likely to be employed for a longer term (68.7% compared to 60.2%) and had a faster rate of wage gain than those who did not. Students under the age of 25 received a greater wage gain than older students; their wages had increased by 38.5% three years after college. Non-minority students had slightly higher wages than minority students three years out of college, $29,359 per year compared to $25,168. Though a greater number of female students than male acquired had more long term employment and earned rapid wage increases, male students earned a slightly higher average wage. Nursing students showed the highest employment rates. The average wages of Mesa College students were slightly lower than the average wages for San Diego and aggregate California community college students. Appendices include separate wage rate tables for vocational students under 25, and for all ages. (YKH)

ED 413 008 JC 970 564

Armstrong, William B. Takarae, Yukari

Post-College Wages and Employment Rates of San Diego City College Students.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—1996-09-00

Note—20p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, College Outcomes Assessment, Community Colleges, Educational Benefits, Employment Statistics, *Outcomes of Education, Program Effectiveness, Program Evaluation, *Student Employment, Two Year Colleges, *Vocational Education, *Vocational Followup, *Wages

Identifiers—Post Education Employment Tracking System, San Diego City College CA

In 1996, San Diego City College conducted a study investigating the efficacy of their vocational programs in helping to prepare students for the labor market. Economic gains were examined by tracking student wages and employment rates for three years after graduation through the Post-Education Employment Tracking System (PEETS). Findings indicated that City College students who completed a vocational program were slightly more likely to be employed for a longer term (75.6% compared to 72.0%) and had a faster rate of wage gain than those who did not. Students under 25 received larger wage increases than older students; their wages increased by 90% three years after college. The rising wages for women and minority students place them at a near equilibrium with male, non-minority students. Women received a 36.4% average wage gain three years after college, while men averaged a 7.4% gain. The average annual wages of City College students were somewhat higher ($32,703) than those of the San Diego Community College District ($31,664) and the aggregated average of California Community Colleges ($30,158). Appendices include separate wage rate tables for vocational students under 25, and for all ages. (YKH)

ED 413 009 JC 970 565

Investing in Quality, Affordable Education for All Americans: A New Look at Community Colleges.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—1997-10-00

Note—70p.

Available from—U.S. Department of Education, Community College Liason Office, 600 Independence Avenue, S.W., Room 5070 MES, Washington, DC 20202-7100; World Wide Web: http://www.ed.gov/offices/OVAE/indxcc-lo.html

Pub Type— Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Role, *Community Colleges, *Federal Aid, Financial Support, *National Programs, *Tax Credits, *Tuition, Two Year College Students, Two Year Colleges

Identifiers—Hope Scholarship, Lifetime Learning Tax Credit, Pell Grant Program

Focusing on the role of community colleges in providing affordable access to postsecondary education, this two-part monograph reviews college services and federal aid programs for college students and provides projections of federal aid for 1998-99. The first part reviews the role of the colleges in the modern economy, highlighting such efforts as workforce development, distance learning, programs for under-served populations, leadership in teaching and learning, and remedial education. This part also describes three new federal investments in education established by the Taxpayer Relief Act of 1997: the Hope Scholarship (HS), providing tax credits for 1- and 2-year certificate programs; the Lifetime Learning Tax Credit (LLTC), providing 20% credits for programs beyond the first 2 years of college; and increases in the Pell Grant program to $3,000, making an additional 130,000 students eligible for the program. The second part then provides estimates of the impact of these three programs on community college students in 1998-99, including tables of dollar amounts expected to be provided by each program nationally and by state, as well as estimates by state of the number of people expected to be served by each program. (BCY)

ED 413 010 JC 970 566

Barber, Jerry

State University of New York, College at Old Westbury. Report 96-F-46.

New York State Office of the Comptroller, Albany.

Pub Date—1997-10-29

Note—10p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audits (Verification), *College Administration, Community Colleges, *Compliance (Legal), Facility Inventory, *Program Improvement, Recordkeeping, *Records Management, Two Year Colleges

Identifiers—*State University of New York Coll at Old Westbury

In March 1996, the New York State Comptroller's Office completed a review of the financial management practices of the State University of New York College at Old Westbury between April 1993 and February 1995. The Office's final report included 17 recommendations for improving the internal control structure over cash receipts and disbursements, payroll check distribution, accounts receivable, equipment inventories, and computer security. In 1997, the Office conducted a subsequent review to determine progress made by the college as of February 28, 1997, finding that the college had fully implemented 11 recommendations, partially implemented 1, and not implemented 5. The recommendations that were not implemented were: ensure that receipts collected at the college's Clark Recreational Center are forwarded to the college in a timely manner; review documentation for checks that have been outstanding for more than 90 days; collect amounts due from college concessionaires; ensure that rental fees from outside organizations are collected and deposited in appropriate accounts; and establish equipment utilization records. (BCY)

ED 413 011 JC 970 567

Slotnick, Sandra

Project Profile Report, Fall 1996.

Pennsylvania Coll. of Technology, Williamsport. Office of Strategic Planning and Research.

Pub Date—1997-08-00

Note—107p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Enrollment, *Enrollment Trends, *Family Characteristics, Family Income, Full Time Students, Longitudinal Studies, Part Time Students, Questionnaires, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, Technical Institutes, Trend Analysis, *Two Year College Students, Two Year Colleges

Identifiers—Pennsylvania College of Technology, Project Profile PA

Pennsylvania College of Technology's Project Profile is designed to collect data on the characteristics and objectives of each year's entering students and compare results to those from previous years. This report presents data on the 4,759 students who applied and matriculated in fall 1996 and includes comparisons to profiles developed from fall 1992 through fall 1995. Section I describes the project methodology and reviews general findings. Section II presents tables summarizing trends in student characteristics and objectives for 1992-96 for the total student population and for degree-seeking, non-degree-seeking, full-time degree-seeking, part-time degree-seeking, new degree-seeking, and returning degree-seeking students. Highlighted findings include the following: (1) over the 5-year period, between 57% and 59% of students were male, while the proportion of African American students rose from 2.3% in 1992 to 3% in 1996; (2) the percentage of students with annual family incomes under $30,000 dropped from 63.7% in 1992 to 49.2% in 1996; (3) 11.1% of the 1996 students had also been accepted to another college, compared to only 7.6% of the 1992 class; and (4) over the period, students' primary goal of attending college remained to prepare for a new job, with 46.3% of the 1996 students citing this reason. The survey instrument and a brief history of the Project are appended. (BCY)

ED 413 012 JC 970 568

Cunningham, Stephen

Leaver Survey Report, 1996.

Pennsylvania Coll. of Technology, Williamsport. Office of Strategic Planning and Research.

Pub Date—1997-08-00

Note—114p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Persistence, *Dropout Characteristics, Dropout Research, Dropouts, Education Work Relationship, Outcomes of Education, *Participant Satisfaction, Salaries, *School Holding Power, *Student Attitudes, *Student Attrition, Tables (Data), Technical Institutes, Two Year Colleges

Identifiers—Pennsylvania College of Technology

To determine factors influencing attrition and retention at Pennsylvania College of Technology, a survey was conducted of the 688 students who were enrolled in spring 1996 but neither graduated nor enrolled in fall 1996. Responses were received from 437 former students and were compared to findings from a similar survey of 482 leavers in 1994. Study findings included the following: (1) overall, the college had a retention rate of 72.5% in 1996, compared to 71.7% in 1994; (2) the retention rate for low-income students, however, was only 69%, while for minority students besides Asian Americans it was 63%; (3) approximately 30% of the leavers in both years had achieved their objectives, while their unemployment and graduation rates were comparable to graduates; (4) for both years, 17% cited personal or family reasons as their primary reason for leaving, 12% transferred, and 10% cited tuition and costs; (5) 1996 respondents rated their overall educational experience at 3 on a 4-point scale, down from 3.21 in a 1990 survey, while instructional quality was rated at 3.24; (6) 49.6% of the 1996 leavers found full-time employment, while only 5% were unemployed; and (7) the number of leavers who transferred was 28.6%, while approximately 38% of these had not originally planned to transfer. Extensive data tables are included. The survey instrument and cover letters are appended. Contains 13 references. (BCY)

ED 413 013 JC 970 569

Long Range Plan, 1997-2000.

Pennsylvania Coll. of Technology, Williamsport. Office of Strategic Planning and Research.
Pub Date—1997-07-00
Note—110p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Administration, *College Planning, Educational Methods, *Institutional Mission, *Long Range Planning, Management by Objectives, Mission Statements, *Organizational Development, *Organizational Objectives, Technical Institutes, Two Year Colleges, Vocational Education
Identifiers—Pennsylvania College of Technology

At Pennsylvania College of Technology (PCT), long range planning is used to define institutional philosophy and mission and determine strategies to make the best use of available resources and implement actions to fulfill institutional mission. This document presents PCT's long-range plan for 1997-2000 in three parts. The first part describes long range planning and its use at PCT; reviews the structure and use of the plan; provides PCT's philosophy, mission, and vision statements; analyzes strengths, weaknesses, opportunities, and threats facing the college; and discusses major initiatives for the 1997-98 academic year. Part II provides the body of the long range plan, listing college goals and tasks for the following areas: (1) instruction, related to standards, curriculum portfolios, outcomes assessment, foundation skills, and instructional delivery; (2) student support, including recruitment, retention, nontraditional students, matriculation, student life, and services; (3) academic support, related to the program development process, evaluation, staff development, media/computer use, and academic support services; (4) institutional support, related to executive management, budgets, human resources, physical plant, general administration, quality assurance, diversity, and marketing; and (5) public service, including technical consultation and enrichment programming. For each goal, specific tasks and a status report as of 1997 are included. Finally, Part III provides a planning manual for PCT staff, detailing processes for conducting research and evaluations; revising the philosophy, mission statements, and goals; creating, revising, and reporting long range planning task statements; and developing objectives. (BCY)

ED 413 014 JC 970 570

Analysis of Fall 1995 Course Grades.

Pima Community Coll., Tucson, AZ. Office of Institutional Research.
Pub Date—1996-04-00
Note—29p.; For the 1994 report, see ED 386 259.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Outcomes Assessment, Community Colleges, Comparative Analysis, Educational Trends, Ethnic Groups, *Grades (Scholastic), Multicampus Districts, *School Effectiveness, School Holding Power, Sex Differences, Statistical Distributions, *Student Characteristics, Success, Tables (Data), Two Year Colleges, *Withdrawal (Education)
Identifiers—Pima Community College AZ

This report provides data on withdrawal and success rates and grades earned in fall 1995 at the five campuses of Pima Community College (PCC) in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for 1980, 1985, 1990, and 1995, indicating that the number of A grades has increased from 28% in 1980 to 32% in 1995; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 57% of the grades awarded to Anglos/Others were A's and B's, compared to 56% for Asian Americans and 40% for Native Americans; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, noting that students over 40 earned the highest percentage of A's at almost 50%; (6) grades by veteran, Pell Grant, day/extended day and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1991-1995 both district-wide and by campus, while Appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1995 by ethnicity, gender, age, veteran status, Pell Grant status, day/extended day classes, and occupational and non-occupational classes. (ECF)

ED 413 015 JC 970 571

McGregor, Ellen N. Reece, Dee Garner, Doris

Analysis of Fall 1996 Course Grades.

Pima Community Coll., Tucson, AZ. Office of Institutional Research. Research and Planning.
Pub Date—1997-06-00
Note—30p.; For the 1995 report, see JC 970 570.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Outcomes Assessment, Community Colleges, Comparative Analysis, Educational Trends, Ethnic Groups, *Grades (Scholastic), Multicampus Districts, *School Effectiveness, School Holding Power, Sex Differences, Statistical Distributions, *Student Characteristics, Success, Tables (Data), Two Year Colleges, *Withdrawal (Education)
Identifiers—Pima Community College AZ

This report provides data on withdrawal and success rates and grades earned in fall 1996 at the five campuses of Pima Community College (PCC) in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for 1981, 1986, 1991, and 1996, indicating that the number of A grades has increased from 29% in 1981 to 32% in 1996; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 57% of the grades awarded to Anglos/Others were A's and B's, compared to 53% for Asian Americans and 41% for Native Americans; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, noting that students over 40 earned the highest percentage of A's at almost 50%; (6) grades by veteran, Pell Grant, day/extended day and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1992-1996 both district-wide and by campus, while Appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1996 by ethnicity, gender, age, veteran status, Pell Grant status, day/extended day classes, and occupational and non-occupational classes. (ECF)

ED 413 016 JC 970 572

Attinasi, Louis C., Jr. Reece, Dee A.

Graduates Summary, 1995-96.

Pima Community Coll., Tucson, AZ. Office of Institutional Research.
Pub Date—1996-07-00
Note—76p.; For the 1994-95 report, see ED 386 260.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Associate Degrees, *College Graduates, Community Colleges, *Educational Certificates, General Education, Legal Education (Professions), Longitudinal Studies, Minority Groups, Nursing Education, Sex Differences, Statistical Distributions, Student Characteristics, Tables (Data), *Technical Education, *Two Year College Students, Two Year Colleges
Identifiers—Pima Community College AZ

Providing data on 1995-96 graduates and program completers from Pima Community College (PCC) in Arizona, this report presents tables showing the number and percentage of associate degrees, technical and advanced certificates, and basic certificates by type; by instructional program; by ethnicity; and by gender. Seven- and 10-year comparative data are also included. Highlighted findings include the following: (1) graduates and program completers earned 1,674 awards in 1995-96, with associate degrees constituting 59% of these awards, technical and advanced certificates, 14% and basic certificates, 27%; (2) minority students represented 31% of the total graduates, while women comprised 58%; (3) 21% of the graduates were Hispanic, 4% African-American, 4% Asian-American, and 2% Native American; (4) consistent annual declines in the total number of awards since 1991-92 resulted in the awarding of 14% fewer awards in 1995-96 than in 1991-92; (5) in 1995-96, the largest percentages of total degrees were awarded in general studies (36%), nursing (13%), and business administration (5%); (6) the largest percentages of advanced and technical certificates were awarded in practical nursing-articulating, practical nursing-non-articulating, and water technology (10% each); and (7) the most frequently awarded basic certificates were emergency medical technology (44%), nursing assistant (13%), and business administration (12%). Appendixes provide tables showing number and percent of degrees and certificates awarded by program, ethnicity, and gender. (ECF)

ED 413 017 JC 970 573

Attinasi, Louis C, Jr. Reece, Dee A.

Graduates Summary, 1996-97.

Pima Community Coll., Tucson, AZ. Office of Institutional Research.
Pub Date—1997-10-00
Note—108p.; For the 1995-96 report, see JC 970 572.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Associate Degrees, *College Graduates, Community Colleges, *Educational Certificates, General Education, Job Training, Legal Education (Professions), Longitudinal Studies, Minority Groups, Nursing Education, Sex Differences, Statistical Distributions, Student Characteristics, Tables (Data), *Technical Education, *Two Year College Students, Two Year Colleges
Identifiers—Pima Community College AZ

Providing data on 1996-97 graduates and program completers from Pima Community College (PCC) in Arizona, this report presents tables showing the number and percentage of associate degrees, technical and advanced certificates, and basic certificates by type; by instructional program; by ethnicity; and by gender. Eight- and 10-year comparative data are also included. Highlighted findings include the following: (1) graduates and program completers earned 1,567 awards in 1996-97, with associate degrees constituting 62% of these awards, technical and advanced certificates, 13% and basic certificates, 25%; (2) minority students represented 30% of the total graduates, while women comprised 58%; (3) 21% of the graduates were Hispanic, 3% African-American, 4% Asian-American and 2% Native American; (4) in 1995-96, the largest percentages of total degrees were awarded in general studies (40%), associate degree nursing (10%), and business administration and social services (4%); (5) the largest percentages of technical certificates and advanced certificates were awarded in practical nursing (22%), dental assisting education (9%), and pharmacy technology; and (6) there were 768 Center for Training and Development completers in 1996-97, 53% were female and 52% were members of a minority group. Appendixes provide tables showing number and percentage of degrees and certificates awarded by program, ethnicity, job goal, and gender.(ECF)

ED 413 018 JC 970 574

McGregor, Ellen N. Attinasi, Louis C., Jr.

Developmental Course-Taking and Subsequent Academic Performance at Pima Community College.

Pima Community Coll., Tucson, AZ. Office of In-

stitutional Research.
Pub Date—1996-09-30
Note—43p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Freshmen, Community Colleges, Comparative Analysis, *Developmental Studies Programs, *Educational Testing, Grade Point Average, Longitudinal Studies, *Outcomes of Education, *Student Behavior, *Student Placement, Two Year College Students, Two Year Colleges
Identifiers—Pima Community College AZ

A study was undertaken at Arizona's Pima Community College (PCC) to determine the extent to which entering students took writing, reading, and mathematics placement tests and followed placement recommendations, as well as the relationship between the completion of recommended courses and subsequent academic performance. The study sample consisted of 1,824 full-time students entering PCC in fall 1988 who were American citizens or resident aliens and who were enrolling in higher education for the first time, with outcomes being tracked through spring 1992. Study findings included the following: (1) 55% (n=997) of the students took all three subject area placement tests prior to the third hour of instruction, per PCC policy; (2) 91% of those who took the mathematics test, 86% of those taking the writing test, and 65% of those taking the reading test received recommendations for developmental coursework in the respective subjects; (3) these recommendations were followed by 72% of those taking the writing test, 71% of those taking the mathematics test, and 54% of those taking the reading test; and (4) students who took and completed recommended courses performed better than those who did not or who did not complete their courses successfully in terms of first semester and cumulative grade point average and ratio of completed to attempted courses. A description of the data elements collected on the sample is appended. (BCY)

ED 413 019 JC 970 575

Warren, Bonnie Z.

Personality, Learning Style, Gender, and Ethnic Characteristics of Students Attending Supplemental Instruction Spring of 1997 at the University of Central Florida.

University of Central Florida, Orlando.
Pub Date—1997-10-00
Note—15p.; Paper presented at the Annual Teaching/Learning Conference (Ashland, KY, October 10-11, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, *College Students, Comparative Analysis, Ethnic Groups, Higher Education, Hispanic Americans, *Personality Measures, *Self Evaluation (Individuals), Sex Differences, *Student Characteristics, *Supplementary Education, White Students
Identifiers—Learning Style Inventory, University of Central Florida

A study was conducted to gather information on students participating in supplemental instruction (SI) at the University of Central Florida in spring 1997. Using Long's Personality Checklist, 163 SI students classified themselves as aggressive-independent (i.e., highly energetic, frank, and confrontational); aggressive-dependent (i.e., highly energetic, but apologetic when confronted); passive-independent (i.e., not energetic, but stubborn and strong-willed); or passive-dependent (i.e., not energetic and needing approval) and as phobic, compulsive, impulsive, or hysteric. Kolb's Learning Style Inventory was also administered to this group, with respondents classifying their cognitive styles as accommodator (i.e., leaders, risk-takers, and achievers); assimilator (i.e., planners, theorists, and analysts); diverger (i.e., creators, artistic, and sensitive); or converger (i.e., problem-solvers, deducers, and decision-makers). In addition, gender, ethnicity, and science/non-science status was determined for 1,013 SI students signing research consent forms. Findings included the following: (1) although the majority of SI students were White and female with aggressive-dependent personality styles, science students displayed assimilator and converger learning styles, while non-science students displayed accommodator learning styles; (2) Hispanics were the second largest ethnic group at 18.6%, with 42.1% identifying their learning style as assimilator and 26.3% as divergent; and (3) Black and Hispanic students showed the least inclination toward the converger learning style, while it was one of the main styles displayed by White students. Contains 17 references. (BCY)

ED 413 020 JC 970 576

Gerardi, Steven

Student Attitudes toward Liberal Arts Degree Program as a Function of Academic Outcomes.

New York City Technical Coll., Brooklyn.
Pub Date—1997-00-00
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Associate Degrees, Comparative Analysis, *Grade Point Average, *Liberal Arts, *Outcomes of Education, *Participant Satisfaction, *Student Attitudes, Technical Institutes, *Two Year College Students, Two Year Colleges
Identifiers—City University of New York NYC Technical Coll

A study was conducted to examine the relationship between students' attitudes toward their liberal arts Associate Degree (AD) programs and their academic outcomes. Questionnaires were randomly administered to 300 AD students enrolled at New York City Technical College in spring 1996, receiving usable responses from 121 students. Further, respondents' performance after three semesters of study was analyzed with respect to grade point average (GPA), number of college credits earned, and enrollment or graduation status. Study findings included the following: (1) after 3 semesters, 18% of the sample had a GPA of 0 to 1.99, 65% had a GPA of 2.0 to 2.99, and 17% had a GPA of 3.0 to 4.0; (2) 23% had earned 0 to 29 credits, 35% had earned 30 to 49, 21% had earned 50 to 69, and 20% had earned 70 or more; (3) 12% had completed an internal transfer to another academic curriculum, 15% had stopped out, and 18% had graduated; and (4) students with the highest levels of dissatisfaction were more likely to stop out, to have achieved a GPA of 0 to 1.99, to have earned between 0 and 29 credits, and to have completed an internal transfer than those with low dissatisfaction levels. As a result of the findings, it was recommended that the questionnaire be used to help the college predict which students are at academic risk. (BCY)

ED 413 021 JC 970 577

Levin, David N.

Enhancing Community College Connections with the United States Information Agency: Opportunities in International Education and Exchange.

United States Information Agency, Washington, DC.
Pub Date—1997-02-00
Note—9p.; Plenary address given at the Annual Community Colleges for International Development Conference (20th, Orlando, FL, February 2-5, 1997).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *Community Colleges, Global Education, International Education, *International Educational Exchange, *International Programs, Program Descriptions, *Study Abroad, Two Year Colleges
Identifiers—*United States Information Agency

One of the main goals of the United States Information Agency (USIA) is to foster understanding between United States citizens and people from other countries. Community colleges, with their experience working with diverse clients and international institutions, can play an important role in USIA programs and activities. The goal of understanding other cultures has become increasingly important as the United States enters into the new global, knowledge-based economy. Programs run by the USIA fall into three categories: academic programs, programs that bring international visitors to the United States, and citizen and professional exchanges. The flagship of the USIA's exchange efforts is the Fulbright program, consisting of three components: a grant program supporting U.S. scholars working abroad, a teacher exchange program, and a study abroad program for U.S. students. The Agency also runs the College and University Affiliations program, awarding grants to colleges to develop or expand linkages to institutions abroad, and supports over 400 offices abroad that provide information on U.S. colleges. Finally, the Agency operates the Office of Citizen Exchanges, providing grants to support exchanges with community organizations, professional associations, and colleges. These programs can provide opportunities for students, faculty, and staff at colleges to interact with visitors from other countries and can lead to long-term programs between host colleges and institutions abroad. (BCY)

ED 413 022 JC 970 578

Fischer, Susanne E.

Research Brief, 1996-1997.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.
Pub Date—1996-00-00
Note—20p.; Number 7 also accessioned separately. See ED 409 061.
Journal Cit—Research Brief; v6 n1-7 1996
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Outcomes Assessment, Community Colleges, Education Work Relationship, *Employer Attitudes, *Enrollment, *Enrollment Trends, Minority Groups, School Effectiveness, *School Holding Power, *Student Characteristics, Two Year College Students, Two Year Colleges
Identifiers—*Graduate Attitudes, Saint Petersburg Junior College FL

Produced between July 1996 and June 1997, the seven research briefs collected in this document highlight findings from institutional research conducted at Florida's St. Petersburg Junior College (SPJC). The reports cover the following topics: (1) student retention between fall 1995 and spring 1996, finding that part-time students and those between 25 and 35 years of age were less likely than other students to return; (2) 1994-95 graduate attitudes, reporting that 90.7% rated their overall preparation for work or school after SPJC as good, very good, or excellent; (3) the attitudes of employers of 1994-95 SPJC graduates, indicating that they were generally very satisfied with the graduates' preparation; (4) enrollment for fall 1996 compared to fall 1995, showing an 8.7% decrease in credit headcount enrollment; (5) characteristics of students enrolled in college preparatory classes compared to the general student population in fall 1995, indicating that the majority of remedial students were 24 or younger and that Hispanic students were overrepresented in remedial courses compared to their representation in the entire student population; (6) statewide enrollment and graduation trends compared to trends at SPJC, finding that SPJC trends generally mirrored statewide trends; and (7) a comparison of 1995-96 and 1990-91 SPJC graduates, indicating that more graduates from 1995-96 had participated in remedial programs than those from 1990-91. (BCY)

ED 413 023 JC 970 579

Byers, Donnie N.

So Why Use Multimedia, the Internet, and Lotus Notes?

Pub Date—1997-04-00
Note—6p.; Paper presented at the Technology in Education Conference (San Jose, CA, April 21-22, 1997).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Chemistry, Community Colleges, *Computer Assisted Instruction, Educational Innovation, *Internet, *Programmed Instruc-

tional Materials, *Science Instruction, Teaching Methods, Two Year Colleges

Identifiers—Johnson County Community College KS, Lotus Notes

As part of an effort to begin offering a general chemistry course over the Internet, a project was undertaken at Kansas's Johnson County Community College to determine the possibilities of using a computer to incorporate the tools used in teaching organic chemistry. Using an interactive software package, original lectures were developed, with lecture content being placed on slides and textbook overheads scanned into electronic format. In each lecture, buttons were added that linked to other software programs providing related information. The integration of these elements into the computer created an environment that promoted discussion, freeing class time that had previously been spent on drawing structures of chemical models, and allowed the instructor to more readily ascertain the levels of student comprehension. This approach can be easily reproduced on the Internet, using the World Wide Web and Lotus Notes, or another groupware tool to disseminate class materials and facilitate communication with the professor. The Web can provide students with information, animation, and visual material that cannot be distributed in paper format in the classroom. Student reactions to the computer-based format were overwhelmingly positive. Although modifying a class for computer or Internet delivery is time-consuming and the Web is still an unstable environment, students tend to enjoy the class more and thus stay in class. (BCY)

ED 413 024 JC 970 581

Henderson, Bruce R.

Political Agendas in the Classroom.

Pub Date—1997-10-00

Note—7p.; Paper presented at the English Council of California Two Year Colleges Statewide Conference (San Francisco, October 16-18, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advocacy, Higher Education, *Political Attitudes, Politics of Education, Teacher Attitudes, *Teacher Responsibility, *Teacher Role, Teaching Methods

Teachers of writing face an unusual situation in the classroom in that there is no mandated agenda for what students should write about in their courses. In teaching critical thinking skills or methods of argument in writing essays, eventually writing teachers must introduce controversial issues and a political agenda. In fact, teachers' very existence in the classroom betrays an agenda, representing the valuation of learning over material reward and making it difficult for them to convince students that they support unregulated profit, for example, or cutting educational funding to build more prisons. Since it is virtually impossible to remain neutral, instructors should decide what they represent and then set about advocating in a balanced, fair-minded way. However, teachers currently face a backlash against efforts to expose students to a wider variety of viewpoints, and some are intimidated into silence. There is nothing wrong with encouraging students to consider non-mainstream views of the society around them, preferably through the use of the Socratic method rather than lectures or browbeating. Teachers have the responsibility to determine their own individual agendas and then act upon them in the classroom. The question is not whether to advocate, but rather the nature of that advocacy and its extent. (BCY)

ED 413 025 JC 970 582

Tobin, Brian G.

Academic Freedom.

Pub Date—1997-10-00

Note—15p.; Paper presented at the English Council of California Two Year Colleges Statewide Conference (San Francisco, CA, October 16-18, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Affirmative Action, *Censorship, Cultural Pluralism, *Freedom of Speech, Higher Education, Internet, *Political Correctness, *Politics of Education

The strength of academic freedom has always depended upon historical circumstances. In the United States, higher education began with institutions founded and controlled by religious sects. The notion of who gets educated and to what ends expanded as American democracy expanded. By the 1980's, legitimate calls for equality became a general debunking of the culture of 'dead white males' and higher education became highly politicized as multiculturalism came to dominate. The ethics of multiculturalism and academic freedom, however, have often come into conflict, with professors and students being accused of racism in lectures or discussions about race. Closely related to multiculturalism, in terms of academic freedom, is the notion of political correctness, or the adoption of official terminology deemed inoffensive to "victim groups," which has had a tremendous effect on the classroom environment and led to censorship of speech. New laws to control computer communication and the Internet also seek to censor ideas and speech and do not always distinguish between originators of material and media used to transmit them. Finally, academic tenure, one of the key protectors of academic freedom, has also come under attack as lacking accountability, although tenured faculty are needed to protect the integrity of the academy against managers who may only see the bottom line. Contains 19 references. (BCY)

ED 413 026 JC 970 583

McIntyre, Chuck

Funding Patterns in California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—1997-11-00

Note—27p.; "With the assistance of Chuen-Rong Chan, Channing Yong, and Mary El-Bdour."

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, Comparative Analysis, *Cost Effectiveness, *Educational Finance, Financial Needs, Financial Policy, Financial Support, Income, Program Costs, *School Funds, State Aid, Statewide Planning, Tax Allocation, Trend Analysis, Two Year Colleges

Identifiers—*California Community Colleges

The California Community College's (CCC) funding over the past two decades was examined in order to assist the 2005 Task Force of the Chancellor's Consultation Council develop strategies to address the challenges of the future. Findings comparing 1995 to 1975 indicated that: (1) CCC general revenues have tripled, but this increase is less than that for the University of California, the California State University, K-12 schools, and for private California corporations; (2) the CCC share of total state and local tax revenues has decreased by 27%; and (3) tax payer effort for CCC has decreased by 44%, far greater than the decline in tax effort for all state and local purposes. Moreover, despite low fees, CCC taxpayer support per student is lower than in virtually every other state. CCC costs per student are three-fifths of those in community colleges elsewhere because of larger classes, heavier faculty class loads, and smaller administrative, plant maintenance, and other costs. In addition, CCC costs have risen 1% in constant terms, versus 25% in colleges elsewhere, since 1970. Funding levels must grow by a greater percentage to pay for more sophisticated equipment, greater use of labs, and smaller pre collegiate and English as a second language classes. (YKH)

ED 413 027 JC 970 584

McIntyre, Chuck

Funding Scenarios in California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—1997-11-00

Note—47p.; "With the assistance of Chuen-Rong Chan, Channing Yong, and Mary El-Bdour."

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, College Planning, *Community Colleges, *Educational Finance, Educational Quality, Educational Trends, Enrollment Projections, Environmental Scanning, Financial Support, *Futures (of Society), Long Range Planning, Policy Analysis, *Prediction, Predictive Measurement, Program Proposals, Resource Allocation, State Aid, Statewide Planning, Trend Analysis, Two Year Colleges

Identifiers—*California Community Colleges, Proposition 98 (California 1988)

The 2005 Task Force of the Chancellor's Consultation Council was created to recommend long-term strategies to identify access and service goals for California Community Colleges (CCC), the resources needed to achieve these goals, and ways to obtain needed resources. This technical paper provides the Task Force with forecasts of plausible scenarios and the likely results of alternative policy proposals under consideration. The paper begins with a summary of scenarios for California's economic future. It then discusses possible policy options that can be analyzed against assumptions such as growth in personal income, general fund revenues, and population changes. Forecasts for major scenarios, distinguished primarily by the condition of California's economy between now and the year 2005 are modeled, and their consequences compared with each other. Finally, the paper addresses the ideal CCC goal of improving access, while at the same time enhancing quality. Results indicate the unlikelihood of securing both desired CCC access levels and needed program resources between now and 2005 under existing policy and practice. Recommended goals of the Task Force substantially exceed the revenues that Proposition 98 will provide. (YKH)

ED 413 028 JC 970 585

McIntyre, Chuck

Access to the California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—1997-11-00

Note—41p.; With the assistance of: Chuen-Rong Chan, Channing Yang, and Mary El-Bdour.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, College Role, *Community Colleges, Economic Development, Educational Change, Educational Demand, *Educational Trends, *Futures (of Society), Institutional Evaluation, Institutional Mission, Labor Force Development, Policy Analysis, Statewide Planning, Technological Advancement, *Trend Analysis, Two Year Colleges

Identifiers—*California Community Colleges

Access to California Community Colleges (CCC) was examined in order to assist the 2005 Task Force of the Chancellor's Consultation Council develop strategies to address the expected economic, cultural, and demographic changes California will undergo between 1997 and 2005. Access to education will become increasingly important to California as technological change will require more residents to obtain a postsecondary education. Education can also help equalize the growing wage inequities in the state. Currently, CCCs are providing California adults their lowest level of access since the late 1960s, even though the state still ranks among the community college access leaders across the United States. Moreover, the mission of the CCCs could expand to include economic development (particularly job training for former welfare recipients), increased English as a Second Language instruction, and the assumption of remedial instruction responsibilities from the California State Universities and the University of California. To meet California's educational and social needs, service rates must increase by 2005, adding at least 238,000 more students to the 1,860,000 expected in 1997. Contains 25 references and 18 charts. (YKH)

ED 413 029 JC 970 586

McIntyre, Chuck

Trends Important to the California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—1997-11-00
Note—33p.; With the assistance of: Chuen-Rong Chan, Channing Yong, and Mary El-Bdour.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Role, *Community Colleges, Economic Change, *Educational Change, *Educational Trends, *Futures (of Society), Policy Analysis, Public Policy, School Demography, Social Change, Statewide Planning, Technological Advancement, *Trend Analysis, Two Year Colleges
Identifiers—*California Community Colleges

Demographic, economic, and social trends were examined in order to assist the 2005 Task Force of the Chancellor's Consultation Council develop strategies to address expected changes California will undergo between 1997 and 2005. Arranged by five categories, the trends most important to community colleges appeared to be: (1) demographic: emerging 'baby-boomer echo' of 18-24 year olds, increasing cultural and learning diversity of students, and the elderly education market; (2) technological: advances in new interactive communications and fused systems, increasing use of computers and the need for higher skills in most jobs, and increasing "virtuality"; (3) economic: trends, longer and shallower cycles, increased outsourcing, career changes, and globalization; (4) societal: the advent of a multicultural, mosaic society, increased cocooning and living alone and the changing structure of the family; and (5) public policy: decreasing federal/increasing state control, continued inadequate funding, and an emerging gap between existing practices and new paradigms of college organization and delivery. Highlighting these trends are the increase in student diversity that colleges face, the increasingly pervasive influence of technology, continued expansion in the perceived mission of the colleges, and the substantial differences between the current practice and that advocated by planners. Contains 63 references. (YKH)

ED 413 030 JC 970 587

Evaluation du programme sciences humaines (Evaluation of Humanities Programs).

Quebec Commission on the Evaluation of Collegiate Teaching (Quebec).
Pub Date—1997-09-00
Note—73p.
Language—French
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Core Curriculum, Dropout Research, Foreign Countries, Higher Education, *Program Effectiveness, Program Evaluation, Program Implementation, Program Improvement, School Holding Power, *Social Sciences, State Surveys, *Student Characteristics
Identifiers—*Quebec

In 1990, social science programs in Quebec's colleges in Canada were revised to standardize core courses and objectives across individual courses. Subsequently, the province's Commission on the Evaluation of Collegiate Teaching undertook an evaluation of the revised program to determine its administration and effectiveness, as well as the characteristics of program students. Data were collected from self-evaluations completed by provincial colleges in 1995-96 and site visits conducted by the Commission and external experts. In addition, data were reviewed on students who dropped out of social science programs. The study found that the development of common core courses and procedures had improved the articulation of social science programs across institutions. However, problems were found with respect to imprecise determinations of which programs lead to which degree, and program objectives. The study also found that faculty roles needed to be more clearly identified to avoid problems in implementing the new unified program across social science courses. With respect to student characteristics, the study found that the social science program provided a primary means to attain college education for many students who had not been successful at the secondary level and that improvement was needed in retention programs and services. Appendixes provide a description of study methodology, the evaluation criteria, lists of consultants and external experts, the official social science program description, and a discussion of techniques of effective instruction. (BCY)

ED 413 031 JC 970 588

Maxwell, Martha

What Are the Functions of a College Learning Assistance Center?

Pub Date—1997-01-16
Note—20p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Computer Assisted Instruction, Counseling, *Learning Resources Centers, Program Descriptions, Program Development, Publicity, Resource Materials, *Student Personnel Services, Tutoring, Two Year Colleges

To be effective, college learning assistance centers (LACs) must reflect the mission and goals of the institution and be coordinated with existing programs and services. Based on the literature, however, LACs engage in the following 14 major functions: (1) academic evaluation and diagnostic testing; (2) instruction in study skills and learning strategies; (3) peer tutoring and/or professional tutoring; (4) supplemental instruction (SI), or course-related, systematic, and highly structured group tutoring; (5) computer assisted instruction and access to other educational technology; (6) providing credit and non-credit developmental courses; (7) providing faculty services, such as research opportunities, assistance in developing SI programs, cooperative learning demonstrations, and classroom support materials; (8) publicizing LAC programs through newsletters and class and faculty visits; (9) keeping college administrators informed about LAC programs and services; (10) providing staff training and development activities; (11) referral services to other programs and services on campus; (12) maintaining close relations with offices that provide personal, financial, educational, and career counseling and providing training for peer counselors; (13) integrating with advising departments and faculty advisors; and (14) providing program evaluation, including planning, involving students and staff, developing a database, and designing follow-ups. Contains 11 references. (BCY)

ED 413 032 JC 970 589

Sundberg, Lori

Marketing Analysis for the Nontraditional Student at Carl Sandburg College.

Carl Sandburg Community Coll., Galesburg, IL.
Pub Date—1997-00-00
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, Community Colleges, *Enrollment Influences, *Environmental Scanning, *Marketing, *Nontraditional Students, Program Effectiveness, Program Improvement, Trend Analysis, Two Year Colleges
Identifiers—Carl Sandburg College IL

With the wide range of students community colleges must provide services for, there is an increasing need for colleges to analyze and segment their marketing efforts. As part of an effort to focus on specific market segments and take into account internal and external environments, an analysis was conducted at Illinois' Carl Sandburg College (CSC) of marketing efforts related to nontraditional students between 25 and 46 years of age who are returning to school to ultimately complete a Bachelor's degree or vocational certificate. Major environmental influences were examined, including economic trends, technological developments, social factors related to gender roles and student behavior, political and legal trends, and competition from four-year institutions. Internal conditions were also reviewed, indicating that CSC relies on previous usage to determine target enrollments; that the college was doing very well in terms of pricing; but that only an overall college promotional strategy is employed, rather than a specific market segment strategy. As a result, a new strategy was proposed that includes environmental scanning to determine CSC's image in the community; expanding bookstore, financial aid, business office, registration, and counseling services to better serve nontraditional students; and creating interest and desire in degree programs and certificates. (BCY)

ED 413 033 JC 970 590

Grubb, W. Norton Badway, Norena Bell, Denise Bragg, Debra Russman, Maxine

Workforce, Economic, and Community Development. The Changing Landscape of the Entrepreneurial Community College.

League for Innovation in the Community Coll.; National Center for Research in Vocational Education, Berkeley, CA.; National Council for Occupational Education, Columbus, OH.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—1997-00-00
Note—71p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Role, *Community Colleges, *Community Development, *Economic Development, Educational Change, *Educational Policy, Institutional Mission, *Labor Force Development, Organizational Development, School Community Relationship, State Government, Two Year Colleges

Focusing on nontraditional workforce, economic, and community development programs being developed within community colleges, this monograph defines these efforts as "entrepreneurial colleges" within community colleges and reviews characteristics and trends related to these efforts. Following an executive summary and introduction, the first section provides definitions and examples of entrepreneurial community colleges, contrasting them with regular community colleges, describing difficulties in determining the success of entrepreneurial colleges, and providing data on enrollments in entrepreneurial colleges at seven community colleges. The second section discusses internal and external factors influencing entrepreneurial colleges, including college missions, faculty attitudes and activities, and local pressures, while the third section address the role of state policy in promoting workforce and economic development, focusing on issues related to funding, regulations, and balancing state and local initiatives. This section also highlights emerging concerns of state officials related to entrepreneurial college effectiveness, their coherence in state educational systems, and the effects of welfare reform initiatives. The fourth section examines potential tensions within comprehensive community colleges with the rise of these new programs. The fifth and final section presents conclusions and recommendations for promoting and integrating entrepreneurial colleges, developing new state and federal policies, and conducting further research. Contains 35 references. (BCY)

ED 413 034 JC 970 591

Dillon, Dallas E. Piro, Vince Nicoll-Johnson, Mark

Anthologies in the College Curriculum: A Pro and Con Debate.

Pub Date—1997-10-00
Note—22p.; Paper presented at the English Coun-

cil of California Two Year Colleges Statewide Conference (San Francisco, CA, Oct. 16-18, 1997).

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthologies, College English, Community Colleges, *English Instruction, Literature, Role of Education, *Teaching Methods, *Textbook Selection, Two Year Colleges, Writing Instruction

The three papers collected in this document present opinions for and against the use of anthologies in introductory writing and literature classes at community colleges. The first paper, "College Students Must Read Book-Length Works," by Dallas E. Dillon, proposes that students, even non-traditional community college students, should be pushed to read full-length books; that anthologies serve the interests of publishing houses rather than readers; and that excerpts from works do not give students the full meaning of the work. The second paper, "Voices, Voices, Voices: A Case for Anthologies in the College Curriculum," by Vince Piro, argues that anthologies offer students a variety of voices that differ from their own ethnic group, age, or gender and which they may not have encountered in any other forum. This paper also reviews specific contributions anthologies have made to ethnic identification, gender and sexual identity, literary schools, geographic identity, and radical points of view. The final paper, "Choosing Texts: Some Complexities and an Exhortation," by Mark Nicoll-Johnson, reviews problems involved in using full-length texts, including pressure from cost-conscious administrators and assigning whole books to students who have never read an entire book, but suggests, however, that their use can stimulate humanistic inquiry, reflection, and ultimately empowerment for students. Each paper contains references. (BCY)

ED 413 035 JC 970 592

Graham, Martha Giglio, Laurie LeBlanc Cunningham, Barbara Ahmed, Monty

Staffing for Technology in the Community College.

Pub Date—1997-11-21

Note—39p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Planning, Community Colleges, Computer Uses in Education, *Educational Technology, Facility Requirements, *Needs Assessment, *Personnel Needs, Program Implementation, *School Personnel, Staff Development, Technological Advancement, *Technological Literacy, Two Year Colleges

Identifiers—*Miramar College CA

To address the increased technological demand in education and the accompanying need for human and technical resources, a task force of four graduate students performed research to make recommendations for technology support staffing at Miramar College in San Diego, California. This technology support plan primarily focuses on personnel issues and addresses organizational structure, personnel, support and training, and costs. The task force undertook a mail/telephone survey of 10 community colleges similar in size to Miramar College to determine their levels of technology and staff support. Charts of five of the colleges were then developed for comparison. Analysis of the literature review and survey data resulted in the formulation of a series of recommendations for staffing and technological support. The task force confirmed that the visions and goals for technology of the District and the College were aligned by reviewing their respective strategic plan proposals. Recommendations include: (1) centralizing information technology; (2) hiring six additional personnel for technological support, including a coordinator of computer services, a hardware specialist, and an instructional specialist; (3) incorporating opportunities for personnel to enhance their technological skills; and (4) conducting a more thorough salary review to determine appropriate salaries for new personnel. Contains 31 references. (YKH)

PS

ED 413 036 PS 023 951

Cadwell, Louise Boyd

Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education.

Report No.—ISBN-0-8077-3660-0; ISBN-0-8077-3661-9

Report No.—

Pub Date—1997-00-00

Note—160p.; Foreword by Lella Gandini.

Available from—Teacher's College Press, 1234 Amsterdam Avenue, New York, NY 10027; phone: 800-575-6566 (Cloth: ISBN-0-8077-3661-9, $43; Paper: ISBN-0-8077-3660-0, $19.95).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Childrens Art, Childrens Writing, Classroom Design, *Early Childhood Education, Educational Environment, *Educational Innovation, Foreign Countries, Instructional Materials, Journal Writing, Language Skills, Learning Activities, Personal Narratives, Plants (Botany), Teacher Student Relationship, *Teaching Methods, Visual Arts, Young Children

Identifiers—Italy (Reggio Emilia), Project Approach (Katz and Chard), *Reggio Emilia Approach

This book is a collection of stories describing the Reggio Emilia approach to early childhood education, based on the author's internship in the Italian preschools and a 4-year adaptation effort in one American school. The book's prologue describes the author's work before using the Reggio Emilia approach, the history of Reggio Emilia, the fundamentals of the approach, and the College School of Webster Groves, Missouri where the approach was adapted to a U.S. setting. Chapter 1, "The Journey," details the initial exposure to the Reggio approach, securing an internship, and typical days in the Diana School in Italy. Chapter 2, "The Pleasures and Power of Playing with Materials," discusses the variety of materials available to students and tells stories describing projects children use to build an expanding awareness and understanding of the natural world. Chapter 3, "The Children and the Trees," describes how Reggio Emilia educators define and develop projects, and conveys the story of the children's study of trees and plants. Chapter 4, "Returning Home to St. Louis," describes the move to St. Louis to adapt the Reggio Approach for use in the College School, the importance of spoken language and conversations with children, and the use of visual arts. Chapter 5, "Transforming Space, Time, and Relations," deals with structural and other changes in the preschool space and working with colleagues and parents. Chapter 6, "The Children and the Garden," describes a project on plants which extended from preschool through kindergarten, conversations around the project and grow table designs, children's journals, and sculptures. (Contains 46 references.) (KB)

ED 413 037 PS 025 273

Walka, Helen Pollitt, Ernesto Triana, Nina Jahari, Abas B.

Early Supplemental Feeding and Spontaneous Play in West Java, Indonesia.

Pub Date—1997-04-00

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Experiments, Foreign Countries, *Infants, *Nutrition, *Play, Pretend Play, Sex Differences, *Toddlers

Identifiers—Functional Play, Indonesia (West Java), Manipulative Play, *Nutritional Supplements

This study examined the effects of nutritional supplements on the duration and level of spontaneous play of 55 mildly to moderately malnourished toddlers living within the tea plantations of West Java, Indonesia. Infants were randomly assigned by their day care centers to one of three supplement groups: (1) energy and micronutrient supplements; (2) micronutrient plus skim milk; and (3) skim milk alone. After 6 months of supplementation, the children (age 24 months) were videotaped for 30 minutes playing with toys in their home with their caregiver present. The videotapes were coded for duration and frequency of four developmental levels of play behavior: manipulative, relational, functional, and symbolic play. Duration of time off-task, waiting before playing, breastfeeding, and time in social interaction were also coded. Findings indicated that girls demonstrated longer play duration and higher play level, independent of supplementation. There were consistent effects of supplementation on duration and interest in play. Children in the energy plus micronutrient supplementation group played with more toys, had longer activity spans, were less likely to breastfeed, and were less likely to engage in social interaction outside of play than children in other groups. Girls benefited from the supplementation more than boys. (Author/AS)

ED 413 038 PS 025 572

Singer, Judith Y.

Fighting for a Better World: Teaching in an Inner-City Day Care Center.

Pub Date—1997-03-26

Note—15p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Influence, *Cultural Differences, *Day Care Centers, *Diversity (Faculty), *Diversity (Student), Early Childhood Education, Multicultural Education, *Preschool Curriculum, Preschool Teachers, Social Discrimination, *Urban Education

Identifiers—Curriculum Implementation, *Social Justice, Teaching Perspectives

Based on a participant-observer's 14-month experience in the day care setting, this paper describes the curriculum implementation in an inner-city day care center—called "Banza" for purposes of this paper—in which both students and teachers come from working class or poor, African American, Caribbean, or Latino families. Through its monthly theme calendar, the curriculum emphasizes cultural diversity, community responsibility, and speaking out when something is wrong or unfair. Themes include becoming a group, "trick-or-treating" for UNICEF, international harvest festivals, festivals celebrated by families from all over the world, U.S. Civil Rights Movement, Carnival, etc. The teachers play an important role in the curriculum development. Most themes come from experiences that teachers have in their lives and the stories they tell about their lives. The program tries to cover all cultures, but some teachers argue that they could focus more on specific cultures. Overall, both teachers and students see their day care setting as a family with emphasis on care, women's nurturing role, and learning to speak out in unfair situations. (AS)

ED 413 039 PS 025 575

Eisold, Barbara

The Consolidation of Early Heterosexual Gender Identification in the Young Son of Two Men: A Clinical Presentation.

Pub Date—1996-08-00

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Caregiver Child Relationship, Family Characteristics, *Family Environment, Fathers, Homosexuality, *Identification (Psychology), Motherless Family, Parent Child Relationship, Sex Differences, *Sexual Identity, Sons

Identifiers—*Heterosexuality, *Homosexual Parents, Separation (Psychology)

This paper discusses the gendering of self of a young boy who has two males as parents, from the view point of his female psychotherapist. During the 2 years of psychotherapy, the young boy was preoccupied with the need to create a kind of mother. He referred to his female caretaker as "Real Mommy" whom he loved and to his psychotherapist as "The Pretend!" mother who was not to love him, and he created a Playdough mother which he used to play a number of roles. His behavior was what he thought appropriate of a loving man who would love a woman, marry her and have his own children. In order to elaborate his constructed understanding of what a boy was supposed to be, the factors of his early heterosexual identification are described. These factors are: (1) an early "working model" of a female caretaker; (2) an early "working model" of a family consisting of his biological father and his female caretaker; (3) learning gender differences in school; (4) separation drama by the abrupt departure of the female caretaker; and (5) lack of information and confusion about his same-sex parents' relationship. (AS)

ED 413 040 PS 025 584

Multi Age/Ability: A Guide to Implementation for Kentucky's Primary Program.

Kentucky State Dept. of Education, Frankfort. Div. of Primary Education.

Pub Date—1994-00-00

Note—26p.; Filmed from best available copy; some pages may not copy well.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ability Grouping, *Class Organization, Cognitive Style, Cooperative Learning, Cross Age Teaching, *Elementary School Curriculum, *Grouping (Instructional Purposes), Interests, *Mixed Age Grouping, Peer Teaching, Primary Education, Problem Solving, Tutoring

Identifiers—*Kentucky, Multiple Intelligences

It is useful to think of teachers and students in primary classrooms as a family, where flexibility and meeting individual needs are essential. These "families" should represent all primary age groups. This guide describes how to implement multi-age and multi-ability primary programs in Kentucky schools based on the requirements of the law that establishes the Kentucky primary program (KRS 156.160). The guide first presents several different multi-age grouping options, discussing both their advantages and limitations. Suggestions include that for the first semester, students be placed in a single-age setting based on developmentally appropriate practices that meet the individual student's needs, and in the second semester that they be integrated into a multi-age setting for part of the week. Options for multi-ability grouping are also described. They include grouping for instructional needs, cooperative learning, reinforcement, problem solving, interest, learning styles, peer tutoring, multiple intelligences, and single age. These options give children opportunities to advance at their own rate, to assist other children, and to mix with students of different ages. Attachments include the Multi-Age Multi-Ability Grouping Position Statement of the Kentucky Board of Education and several daily classroom schedules. Contains 14 references. (AS)

ED 413 041 PS 025 595

Merrithew, Jane E.

Foster Care Delivery and the Needs of Birth Children of Foster Parents.

Pub Date—1996-05-00

Note—23p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Parents, Child Welfare, *Childhood Needs, Family Environment, Family Relationship, *Foster Care, Foster Children, *Foster Family, Placement, Sibling Relationship

Identifiers—*Biological Children, Placement (Foster Care)

Examining in particular the impact of fostering on birth children, this article reviews the literature on the needs of birth children of foster parents. Among the findings are that the behavior and emotional difficulties of the foster child, and the difficulties between foster children and birth children in one family are two factors that influence foster placement stability. There is a negative relationship between birth children and placement stability in foster homes. Fostering places four stresses on a foster family: disruption of family equilibrium; coping with a child in transition; dealing with an alien agency; and harboring great expectations. Dealing with troubled children requires special skills. Based on the literature review, it is recommended that foster children be carefully matched to the foster family, that the birth children of foster families be prepared for fostering, and that the whole family be trained and helped to understand their role in foster care delivery. It is also suggested that because the literature on foster family birth children's needs is scarce, more research in this area is needed. (AS)

ED 413 042 PS 025 647

Hamburg, David A.

A Perspective on Carnegie Corporation's Program, 1983-1997.

Carnegie Corp. of New York, NY.

Pub Date—1997-05-00

Note—29p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Conflict Resolution, Disadvantaged, *Disadvantaged Environment, *Educational Improvement, *Elementary Education, Financial Support, Global Education, Peace, *Philanthropic Foundations, Prosocial Behavior, *Science and Society, Trusts (Financial)

Identifiers—*Carnegie Corporation of New York

The Carnegie Corporation's mission is to continue Andrew Carnegie's philanthropic preoccupations with promoting education and world peace. In this essay, retiring Carnegie Corporation President David A. Hamburg provides a detailed accounting of his stewardship of the foundation since 1983, when he set forth new program directions in the context of drastic changes in the American family and society and, more broadly, the Cold War and the worldwide transformation in science and technology. The essay outlines an agenda for national and international attention in the future, focusing on the need for communities of the world to reconcile their differences and cooperate in creating systems for the prevention of mass violence. Also described is Corporation support for research and projects to clarify the positive conditions for ensuring healthy child and adolescent development, to make this knowledge widely understood throughout the country, and to strengthen the capacity of key institutions, beginning with the family and schools, to meet the developmental and educational needs of children from the prenatal period to age fifteen. Through grant programs to improve the education and healthy development of children and youth, improve superpower relations, strengthen human resources in developing countries, and promote democratic processes throughout the world, the foundation seeks to prevent the effects of disadvantaged environments. Changes due to technological advance and global economic integration raise educational questions, in which people must learn to adjust their knowledge and skills to new circumstances and learn to prepare for change itself. (JPB)

ED 413 043 PS 025 675

Chelsea Has a Great Day! An Introduction to the Colorado Quality Standards for Early Childhood Care and Education Services. [Videotape].

Colorado State Dept. of Education, Denver.

Pub Date—1997-00-00

Note—0p.

Available from—Colorado Department of Education, 201 East Colfax Avenue, Denver, CO 80203-1799.

Pub Type— Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Curriculum Development, *Day Care, Parent Teacher Cooperation, Preschool Children, Preschool Education, State Standards, Teacher Student Relationship

Identifiers—Colorado, *Day Care Quality

The Colorado Quality Standards for Early Childhood Care and Education Services outline and describe quality practices in early childhood programs. The standards support a high quality learning environment and encourage the effective and efficient use of public and private resources to meet children's needs. This videotape and discussion guide are designed to introduce the quality standards to child care staff and administrators. Filmed at various child care sites in Colorado, the 20-minute videotape illustrates the standards in practice, in the areas of staff interaction with the child, curriculum planning to keep the children actively engaged in learning, and communication between staff and parents. The accompanying 12-page "Video Discussion Guide" provides a general rationale for quality standards and outlines the specific Colorado Quality standards, which also cover staff qualifications and development, program administration, physical environment, health and safety, nutrition, and program evaluation. Tips for using the videotape are then listed, followed by learning activities to use with parents and activities to use with members of the teaching team. The guide concludes with suggested ways to use the videotape and the Colorado Quality Standards for staff development. (HTH)

ED 413 044 PS 025 739

Gerk, Bryan Obiala, Roberta Simmons, Amy

Improving Elementary Student Behavior through the Use of Positive Reinforcement and Discipline Strategies.

Pub Date—1997-05-00

Note—94p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aggression, *Behavior Change, *Behavior Problems, Change Strategies, Classroom Environment, Decision Making Skills, *Discipline, Discipline Problems, Elementary Education, *Elementary School Students, Interpersonal Competence, Intervention, *Positive Reinforcement, *Student Behavior

This action research project evaluated a program for improving student discipline and developing a positive classroom environment. The targeted populations consisted of prekindergarten, first-, and fifth-grade students in two middle class suburbs of Chicago (Illinois). Changes in behavior were documented through behavior checklists, parental contact logs, discipline referrals by teachers to the principal, and teachers' anecdotal records. Analysis of probable cause data revealed that inappropriate behavior was related to lack of discipline plans in the classroom, the changing family structure, overcrowded schools, inclusion of special needs students, and the influence of television and other media. A review of solution strategies yielded the selection of three major components of intervention. These components were a clear classroom discipline plan developed by teachers, instruction in problem solving and intrapersonal decision-making skills, and regular positive reinforcement strategies. As a result of the interventions, the students decreased both acts of insubordination and acts of physical aggression by as much as 76 percent. Off-task behavior was decreased by as much as 63 percent. The students decreased assignment incompletion by as much as 71 percent. Finally, the students became better problem-solvers as a result of the interventions. (Eighteen appendices present observation and classroom materials. Contains 19 references.) (Author/JPB)

ED 413 045 PS 025 803

Bayley, Rosalind, Ed. Condy, Ann, Ed. Roberts, Ceridwen, Ed.

Policies for Families: Work, Poverty and Resources. Proceedings of Seminars Held in London (October 27 and 31, 1994).

Family Policy Studies Centre, London (England).

Report No.—ISBN-0-907051-80-4

Pub Date—1995-06-00

Note—66p.

Available from—Family Policy Studies Centre, 231 Baker Street, London, NW1 6XE, England, United Kingdom; phone: 0171-486-8179; fax: 0171-224-3510 (7.50 British pounds).

Pub Type— Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Agency Role, Consumer Economics, Economic Impact, Employed Parents, Employment, *Family (Sociological Unit), Family Characteristics, Family Financial Resources, Family Income, Family Life, *Family Programs, *Family Work Relationship, Foreign Countries, Government Role, Health, Housework, Mothers, *Poverty, *Public Policy, Social Services

Identifiers—*Family Support, Great Britain

Concerned with the need to assess strategies for dealing with poverty and work concerns and to base British public policy on an appreciation of how different types of families are differentially affected by a changed labor market and an unchanged benefit system, this report compiles proceedings of seminars held in 1994 on the relationship between work, family, and resources. The seminars were organized by the Family Policy Studies Centre (FPSC) in observance of the International Year of the Family. The sessions on family and work are: (1) "More work in fewer households?" (Paul Gregg); (2) "Relationships between Women's Employment and Other Activities" (Jay Gershuny); (3) "Family Working at Home and at Work: Discussion" (Ceridwen Roberts); (4) "Paying for Care" (Hilary Land); (5) "Parents at Work" (Lucy Daniels); (6) "The Role of the State and Other Agencies: Discussion" (Rupert McNeil); and (7) "The Role of the State and Other Agencies: Conclusions on Work" (Pamela Meadows). Seminars on families, poverty, and resources are: (1) "Routes into and out of Poverty over the Life Course" (Robert Walker); (2) "The Relationship between Health and Income Equality among Families" (Richard Wilkinson); (3) "Causes, Consequences and Extent of Poverty: Discussion" (David Piachaud); (4) "Lowering the Barriers to Work" (Alan Marsh); (5) "Poverty and Family Resources" (Lynne Berry); (6) "The Role of the State: In Search of a Family-Friendly Benefit Policy. Discussion" (Michael Whippman); and (7) "The Role of the State: In Search of a Family-Friendly Benefit Policy. Conclusions on Poverty" (Ceridwen Roberts). Four appendices include biographical information on the contributors and FPSC briefings on "Families and Work" and "Families, Poverty, and Resources." (KB)

ED 413 046 PS 025 814

Cromer, Janis L.

The State of Our Nation's Youth, 1997-1998.

Horatio Alger Association of Distinguished Americans, Inc., Alexandria, VA.

Pub Date—1997-00-00

Note—32p.

Available from—Horatio Alger Association of Distinguished Americans, Inc., 99 Canal Center Plaza, Alexandria, VA 22314; phone: 703-684-9444; fax: 703-548-3822; e-mail: Horatio-AA@aol.com; www: http://www.horatioalger.com

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, Aspiration, Attitude Change, Career Choice, Discipline, Extracurricular Activities, Family Life, Family Relationship, Family Size, High Schools, *Interests, Marriage, National Surveys, Parent Child Relationship, School Attitudes, Social Attitudes, *Student Attitudes, Student Motivation, *Well Being, Work Attitudes, Youth Problems

Identifiers—*Adolescent Attitudes, Leisure Activities

This report compares results from the 1997 national study of the current attitudes of American teenagers with similar 1974, 1983, and 1996 surveys. Participating were 334 students between 14 and 18 years of age, from households representative of the national population in geographic distribution, population density, household size, age of household head, and family income. Males and females are equally represented. Findings are presented in four major areas. "The School Year 1997-98" presents overall marks for schools, time spent on homework per week, and attitudes toward the school's grading system, relevance of high school learning, strictness of school rules, teachers, school discipline, coursework, co-curricular activities; and students' educational goals and aspirations. "Family Life" covers relationships with family members, and parental enforcement and fairness of rules. "The World Around Them" deals with youth's views of the worst influences facing them today and ratings of the severity of national problems. "The Future" covers personal, educational, and occupational plans following high school, reasons for seeking higher education, top career choices, salary expectations, factors believed to be important in personal success, and views on life goals, marriage, and children. (KB)

ED 413 047 PS 025 822

Ready To Learn: Babies & Toddlers. Childcare Series. [Videotape].

NIMCO, Inc., Calhoun, KY.

Report No. —NIM-60-5-V

Pub Date—1995-00-00

Note—0p.

Available from—NIMCO, Inc., P.O. Box 9, 102 Highway 81 North, Calhoun, KY 42327; phone: 800-962-6662, 502-273-5050; fax: 502-273-5844 ($69.95).

Pub Type— Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Brain, Child Development, *Cognitive Development, *Early Experience, Educational Environment, Environmental Influences, Individual Development, *Infants, *Learning Processes, *Parent Child Relationship, Parent Role, *Parents as Teachers, Preschool Education

Identifiers—Brain Development

Noting that children are virtually born to learn, this videotape provides parents with insight into children's early learning capacity and ways that parents can facilitate that brain development. The first part of this videotape discusses the parents' role as a child's first teachers. General ways by which young children can learn are explored, including simple play, dancing, letting a child discover how things work, and reading stories about the real environment, such as zoo and farm animals. More specific ways in which a parent may facilitate learning are then explored, including modeling reading, and providing simple objects for play such as an empty oatmeal container, spray bottle, color plates made with cellophane, and photographs of the child. Next, the videotape explores brain development and the influence of a child's environment on learning. This section notes that "how" a parent communicates to his or her child is as important as what a parent communicates, and that parent speech should be both sensitive and challenging. Finally, the videotape explores learning in early childhood programs, wherein a quality environment is achieved through developmentally appropriate play and planned activities which, ideally, can be continued at home. (HTH)

ED 413 048 PS 025 841

Pre-School Education Legislation: Curriculum Guidelines for Pre-School Education Ruling No. 5220/97.

Ministry of Education, Lisbon (Portugal).

Pub Date—1997-09-00

Note—26p.

Pub Type— Guides - Classroom - Teacher (052) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Guides, Educational Development, *Educational Objectives, Foreign Countries, Parent Teacher Cooperation, *Preschool Curriculum, *Preschool Education, Preschool Teachers, Teacher Role

Identifiers—*Portugal

This pamphlet discusses new curriculum guidelines, as approved under Ruling number 5220/97, for preschool education in Portugal. The law defines preschool as a first step in basic education that complements the education provided by the family, and recommends that schools work in collaboration with parents to foster the training and balanced development of the child. The guidelines explained here are intended to contribute to an improvement in the quality of preschool education in Portugal. This document begins by examining the general principles and pedagogical aims as set out in the Pre-school Education Law. Aims include: (1) to promote the child's personal and social development based on experiences of democratic life within a perspective of education for citizenship; and (2) to foster the child's integration into different social groups, teaching respect for different cultures and encouraging a growing awareness of his or her role as a member of society. The document next discusses the grounds and organization of curriculum guidelines, including stipulations for the inclusiveness of preschools, the role of early education in establishing long-term learning, and the link between expression and communication and a knowledge of the world. Finally, the document discusses the general guidelines for the preschool teacher. The guidelines describe the linked teacher roles of observing, planning, acting, assessing, communicating, and articulating. (JPB)

ED 413 049 PS 025 847

Wasik, Barbara Hanna Lam, Wendy K. K. Kane, Heather

The 1993 Community Integrated Service System Projects: A Report of the Initial Plans and Implementation Efforts.

North Carolina Univ., Chapel Hill. School of Education.

Spons Agency—National Center for Education in Maternal and Child Health, Washington, DC.

Pub Date—1994-10-00

Note—52p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Agency Cooperation, *Child Health, *Children, *Community Programs, Cooperation, Infant Mortality, *Integrated Services, Mothers, Pregnancy, Program Descriptions, *Program Evaluation, Social Services, Well Being

Identifiers—Community Based Programming, Connecticut, Family Support, Florida, Linkage, Minnesota, Mississippi, Nebraska, Office of Maternal and Child Health, Oregon, Washington, Wisconsin

This report summarizes and analyzes information on nine 1993 community integrated service system (CISS) projects to promote physical, psychological, and social well-being for all pregnant women and children, adolescents, and their families; provide individualized attention to their special health care needs; and link health care and services with other services and programs including early intervention, educational, vocational, and mental health services. These projects emphasize the creation of service systems incorporating 10 principles of care: (1) family-centered; (2) community-based; (3) coordinated; (4) culturally-competent; (5) comprehensive; (6) collaborative; (7) universal; (8) accessible; (9) developmentally appropriate; and (10) accountable. Information is based on a review of project proposals, the project continuation requests, and first year reports. The nine projects are located in Connecticut, Florida, Minnesota, Mississippi, Nebraska, Oregon, Wisconsin, and Washington, and serve primarily low-income, minority families. The major finding is that the principles of care called for by the 1993 CISS guidance continue to be identified as important elements in the design and implementation of the projects. However, there is considerable variability among the projects in their reports of how they are integrating these principles into practice. Recommendations are that project directors be provided with opportunities for more interaction with each other; more assistance with training, technical assistance, supervision, and evaluation; and that they receive additional information in implementing the principles of care. (Contains 21 references.) (Author/KB)

ED 413 050 PS 025 854

Hart, Craig H., Ed. Burts, Diane C., Ed. Charlesworth, Rosalind, Ed.

Integrated Curriculum and Developmentally Appropriate Practice: Birth to Age Eight. SUNY series, Early Childhood Education: Inquires and Insights.

Report No.—ISBN-0-7914-3359-5; ISBN-0-7914-3360-9

Report No.—

Pub Date—1997-00-00

Note—480p.; Foreword by Sue Bredekamp.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246; www:http://www.sunypress.edu (hardback: ISBN:-0-7914-3359-5; paperback: ISBN-0-7914-3360-9, $21.95).

Pub Type— Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Child Development, Cultural Pluralism, *Curriculum Development, Developmental Stages, Developmental Tasks, Early Childhood Education, Integrated Activities, *Integrated Curriculum, Learning Activities, Learning Strategies, Literacy, Mathematics Instruction, Music, Physical Education, Sciences, Social Studies, Student Evaluation, Teaching Methods, Units of Study, Visual Arts

Identifiers—Developmental Theory, *Developmentally Appropriate Programs, *Integrated Skill Development

A holistic approach to early childhood education requires attention not only to what we know about child development and its implications for teaching, but also to the content of the curriculum. This collection of chapters on research and practice on developmentally appropriate integrated curricula is combined in a manner to assist theorists, researchers, parents, school administrators and teachers understand how to match early childhood teaching practices to the integrated manner in which young children naturally think and learn. The chapters are as follows: (1) "Integrated Developmentally Appropriate Curriculum: From Theory and Research to Practice" (Hart, Burts, and Charlesworth); (2) "How Children Develop and Why It Matters: The Foundation for the Developmentally Appropriate Integrated Early Childhood Curriculum" (Krogh); (3) "Mathematics in the Developmentally Appropriate Integrated Curriculum" (Charlesworth); (4) "Science in the Developmentally Appropriate Integrated Curriculum" (Lind); (5) "Music in the Developmentally Appropriate Integrated Curriculum" (Kenney); (6) "Physical Education in the Developmentally Appropriate Integrated Curriculum" (Payne and Rink); (7) "Social Studies in the Developmentally Appropriate Integrated Curriculum" (Seefeldt); (8) "Visual Arts in the Developmentally Appropriate Integrated Curriculum" (Colbert); (9) "Integrating Literacy Learning for Young Children: A Balanced Literacy Perspective" (Reutzel); (10) "Social Development and Behavior in the Integrated Curriculum" (Dewolf and Benedict); (11) "Developmentally Appropriate Guidance and the Integrated Curriculum" (Hyson and Christiansen); (12) "Assessment in an Integrated Curriculum" (Fleege); (13) "The Integrated Curriculum and Students with Disabilities" (Dugger-Wadsworth); (14) "Diversity and the Multicultural Perspective" (Stremmel); (15) "Integrating Home and School: Building a Partnership" (Larsen and Haupt); and (16) Informing Parents, Administrators, and Teachers about Developmentally Appropriate Practices" (Haupt and Ostlund). (SD)

ED 413 051 PS 025 856

Johansson, Inge

Parent View of Pre-school Content.

Pub Date—1997-09-00

Note—19p.; Paper presented at the Annual Conference of the European Early Childhood Education Research Association (7th, Munich, Germany, September 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *Parent Attitudes, *Parents, Preschool Curriculum, *Preschool Education, Teacher Attitudes

Identifiers—Sweden

This study examined ratings of program quality and cooperation made by parents and staff from three types of Swedish preschools: (1) run by the local government; (2) run by private parent cooperatives; and (3) private enterprises. Questionnaires with open-ended and closed questions were used to collect data. The same questions were asked once a year, between 1992 and 1994. Results indicated that parents were fairly satisfied with the quality of their child's preschool, with parents of children in the cooperative schools the most satisfied. Parents were most satisfied with their child's contact with the staff and their child's daily routines at the school. The aspect of school receiving the lowest rating by parents was the extent to which their child could rest at preschool. Staff regarded the quality of their services to be good. They were most critical of their ability to pay enough attention to individual children and the amount of time for excursions. Staff generally rated services higher than did parents, with the differences more marked in the preschools run by local governments and private enterprise than by parent cooperatives. Parents in parent cooperative preschools rated cooperation between parents and staff higher than the other types of preschools. PTA meetings did not receive high ratings for cooperation. Parents in local government run preschools and private enterprise preschools were least satisfied with the documentation of their child's work at school. Parents in smaller preschools were more satisfied with their influence on the content of the preschool than were parents in larger preschools. (Contains 17 references.) (KB)

ED 413 052 PS 025 858

Carns, Teresa W. DiPietro, Susanne D. Connors, Joan F. Cotton, William T. Vandercook, Marcia

Improving the Court Process for Alaska's Children in Need of Aid. Executive Summary.

Alaska Judicial Council, Anchorage.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD.

Pub Date—1996-10-00

Note—36p.

Available from—Alaska Judicial Council, 1029 West Third Avenue, Suite 201, Anchorage, AK 99501 (free).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, *Child Abuse, *Child Neglect, Child Welfare, *Children, Court Judges, *Court Litigation, *Court Role, Courts, Legal Problems, Program Evaluation

Identifiers—*Alaska, Indian Child Welfare Act 1978, Permanency Planning (Foster Care)

An assessment was conducted to determine how well the Alaskan court system and other agencies in the child welfare system meet the needs of abused and neglected children, their families, and society's interests in these cases. Data were collected through analysis of 473 case files in four courts; interviews with 60 attorneys, judges, guardians ad litem, tribal representatives, and others in four communities; observations of hearings in three courts; analyses of laws, court rules, cases, and regulations governing Child in Need of Aid (CINA) cases; and input from the public, the Advisory Committee, and special interest organizations. Ten major findings included: (1) there were significant variations in case processing among locations; (2) judges believed that they lacked authority to oversee Division of Youth Services (DFYS) decisions for the most part; (3) court involvement in Child in Need of Aid (CINA) cases was characterized by multiple, short hearings; (4) numerous parties participating; (5) most cases closed within 18 months; (6) CINA cases involving Native children adjudicated at twice the rate of cases with non-Native children; (7) complaints about delays were common to each location studied ; (8) limited court facilities existed; (9) implementation of requirements of the Indian Child Welfare Act (ICWA) varied; and (10) other agencies' decisions, practices, and resources affect court actions. General and specific recommendations are made regarding the judge's role, delay reduction, consistency among courts, relationships among parties, judicial training and education, court facilities, working with other agencies, statutory and rules revisions, and the ICWA. (KB)

ED 413 053 PS 025 873

Tomic, Welko Kingma, Johannes

Accelerating Intelligence Development through an Inductive Reasoning Training.

Pub Date—1997-07-00

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, Comparative Analysis, Elementary School Students, Foreign Countries, *Induction, *Intellectual Development, *Intelligence, Learning Processes, Primary Education, *Thinking Skills, *Transfer of Training

This study investigated the effects of an inductive reasoning training program on children's performance on intelligence test tasks, the range of transfer, the long-term effects of training over 4 months, and the effectiveness of group training. Participating were 47 third-grade children of average ability. The 23 children randomly assigned to the training condition received a 3-week course in inductive reasoning in ten 30-minute sessions. The training program consisted of six forms of inductive reasoning tasks: (1) generalization; (2) discrimination; (3) cross-classification; (4) recognizing relations; (5) discriminating relations; and (6) system formation. Abstract material was used in 15 percent of the tasks. The remaining 85 percent consisted of either concrete material, such as blocks or picture and figure problems from the children's everyday life. Children were trained in groups of three or four, by six researchers who were not involved in administering the pre- or posttests. Control group classes completed the regular school curriculum. The Raven Coloured Progressive Matrices Test and arithmetic tasks were used as a pretest, immediate posttest, and posttest four months later. Results indicated that there was a significant, positive training effect on children's performance on inductive reasoning tasks. Far-far transfer was also observed, because the children were able to solve arithmetic problems involving relations between numbers and their common attributes which related to inductive reasoning, in which they had received no training. (Contains 43 references.) (Author/KB)

ED 413 054 PS 025 875

Seng, SeokHoon

Developing Resiliency in Young Children.

Pub Date—1997-09-00

Note—12p.; Paper presented at the Asian Workshop on Child and Adolescent Development (9th, Brunei, September 22-25, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, Defense Mechanisms, *Early Experience, Emotional Adjustment, Foreign Countries, Parent Role, *Personality Traits, *Resilience (Personality), School Role, Self Esteem, *Social Adjustment, Well Being, *Young Children

Identifiers—Singapore

Resilience is a universal capacity that allows a child to prevent, minimize, or overcome the damaging effects of adversity. The construct of resiliency, the combination of protective factors that result in resilience, was addressed by the International Resilience Project (IRP), which set out to explore what parents, caregivers, teachers or children can do that seems to promote resilience in children. Protective factors noted include the dispositional attributes of the individual, family attributes, and school and community environment. The IRP determined that children overcome adversity by drawing on three sources of resilience, labeled "I have," "I am," "I can." To test these resilience features. 39 children in a Singapore primary school were given an adapted version of the Child's Perception of Resilience Checklist, as used in the IRP. The study determined that it is possible to draw a common set of resilience factors in a particular cultural setting to promote resilience in children, and that a number of strong resilience factors were shown; however, while the children do use resilience-promoting behaviors, these depend largely on the individual situation. The results reinforce the role of family and school as protective factors for the developing child. (JPB)

ED 413 055 PS 025 877

Siegel, Eleanor Siegel, Linda

Keys to Disciplining Your Young Child: From Infant to Toddler. Barron's Parenting Keys.

Report No.—ISBN-0-8120-4838-1

Pub Date—1993-00-00

Note—181p.

Available from—Barron's Educational Series, Inc., 250 Wireless Blvd., Hauppauge, NY 11788-3917; phone: 516-434-3311; fax: 516-434-3723 (U.S.; $6.95; Canada, $8.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Behavior Problems, Behavior Standards, *Behavioral Objectives, *Child Rearing, *Discipline, Discipline Policy, Discipline Problems, *Parent child Relationship, *Preschool Children, Preschool Education, Problem Children, Punishment, Self Concept, Self Control, Self Esteem, Social Behavior, Social Development

Identifiers—*Behavior Management, Disciplinary Styles

Close parent-child relationships begin with an early, effective approach to everyday discipline problems. This book focuses on children from infancy to age five and discusses practical ways to handle common discipline problems using an approach of identifying the problem and providing a goal behavior. Thirty eight chapters address the following discipline issues: (1) planning before discipline problems arise; (2) disagreements over discipline; (3) spanking and nonphysical discipline techniques; (4) punishments, time-outs, and loss of privileges; (5) thumb sucking and pacifier use"; (6) terrible twos; (7) problem-solving games; (8) toilet training; (9) lying; (10) stealing; (11) fighting with friends or siblings; (12) bedtime problems; (13) Crude language and name calling; (14) the difficult child; (15) chores; (16) destructive discipline and constructive discipline; (17) appearances; (18) company manners; (19) rewards; (20) discipline without sibling rivalry; (21) empathy; (22) telephone training; (23) limits in stores; (24) different rules; (25) apologizing; (26) answering back; (27) dawdling and forgetfulness; (28) bringing friends home; (29) manners; (30) food preferences; (31) sharing; (32) discipline during and after illness; (33) privacy and family discussions; (34) aggressive or passive behavior; (35) television viewing; (36) parental exhaustion; (37) parental instincts; and (38) seeking outside advice. The last section provides sections for questions and answers, a glossary, a listing of resources for parents, and a bibliography of suggested readings. (SD)

ED 413 056 PS 025 878

Benson, Peter L.

All Kids Are Our Kids: What Communities Must Do To Raise Caring and Responsible Children and Adolescents.

Report No.—ISBN-0-7879-1068-6

Pub Date—1997-00-00

Note—314p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310; phone: 800-926-7739; fax: 800-605-2665; www: http://www.josseybass.com ($24.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Child Advocacy, Child Behavior, Child Health, *Child Rearing, Child Responsibility, Child Welfare, Childhood Attitudes, Childhood Needs, Community Action, Community Attitudes, Community Change, Community Influence, *Community Involvement, *Community Responsibility, Community Role, Community Support, Self Control, Social Behavior, *Social Responsibility

Identifiers—*Caring

This book challenges American communities to reclaim their responsibility for raising healthy, successful, and caring children and adolescents. The book also offers a critique of American culture along with practical strategies for uniting and mobilizing communities around a shared vision of healthy development. The book argues that three interlocking strategies are important to this end: (1) meeting basic human needs in order to enhance our national capacity to ensure economic security, food, shelter, good and useful work, and safety for all residents; (2) targeting, reducing and eliminating the risks that diminish the healthy development of children and adolescents; and (3) developing language, vision and community. Chapter 1 of the book presents the vision and the challenges. Chapters 2 through 4 define the concept of developmental assets which consist of 40 building blocks of human development, each of which enhances the health and well-being of children and adolescents. Chapters 5 through 7 explore a vision of what an asset-building culture and an asset-building community look like. Chapters 8 through 11 provide strategies and techniques for growing healthy, asset-promoting communities. Three appendices provide selected references for the 40 developmental assets, findings from the 1990-1995 assets sample, and the progression of developmental assets from birth to age 18. (Author/SD)

ED 413 057 PS 025 879

Winsler, Adam Diaz, Rafael M. McCarthy, Elizabeth M. Bird, Robin L.

Two-Year Follow-Up of Preschool Children at Risk for ADHD: Verbal Self-Regulation and Speech-Action Coordination.

Pub Date—1997-04-00

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—At Risk Persons, *Attention Deficit Disorders, Behavior Disorders, *Early Intervention, Followup Studies, *Hyperactivity, Individualized Instruction, Parent Role, *Preschool Children, *Preschool Education

Identifiers—*Self Regulation

This follow-up study explored behavioral self-regulation, private speech and speech-action coordination with 72 preschoolers classified 2 years prior into two groups: those diagnosed as at-risk for Attention Deficit Hyperactivity Disorder (ADHD) and healthy controls. Children were videotaped as they completed tasks of executive functioning, speech-action coordination, and selective attention. Children's behavior at home and at preschool was measured by parental and teacher report, as was parenting style. Results indicated that over half of the ADHD group continued to show behavior problems at age 5, with 24 percent scoring in the clinical range. The contexts in which private speech emerged, the contexts in which speech-action coordination was observed, and the conditions under which such speech was helpful to the children, differed by group. Parenting style and the quality of maternal-child dyadic interaction during joint problem solving are related, both concurrently and prospectively, to children's attentional and self-regulatory difficulties. Results pose implications in terms of the need for early intervention with this population, and the need for exercising caution with intervention techniques for behaviorally at-risk preschool children that involve the use of explicitly self-instructional scripts. (JPB)

ED 413 058 PS 025 880

Winsler, Adam De Leon, J. Rene Carlton, Martha Barry, Maryann J. Jenkins, Tammy Carter, Kermit L.

Components of Self Regulation in the Preschool Years: Developmental Stability, Validity, and Relationship to Classroom Behavior.

Pub Date—1997-04-00

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Control, Behavior Development, Behavior Patterns, Behavior Problems, Child Development, Classroom Environment, *Delay of Gratification, Family Environment, *Inhibition, Interpersonal Competence, Motor Development, *Preschool Children, Preschool Education, *Resistance to Temptation, Self Control, Self Management

Identifiers—Draw a Line Slowly Test

This study explored the inter-relationships and developmental stability of inhibitory motor control, attentional control, delay of gratification, and resistance to temptation with 32 preschool children, and related these components of self-regulation to children's behavior at home and in the classroom. The children completed the T.O.V.A. (Greenberg & Waldman, 1993), the Cookie Delay Task (Campbell et al., 1982), the Draw-a-Line Slowly task (Maccoby et al., 1965), and a Resistance to Temptation task (Campbell et al., 1994). Parents and teachers reported on children's social skills and behavior problems, and naturalistic observations of children's behavior in the preschool classroom were conducted. The self-regulation measures showed high validity in terms of their relation with children's behavior at school, poor to modest cross-measure correlations, and modest to moderate temporal stability. In general, children who had greater self-regulation had fewer behavior problems at school, demonstrated better social skills, had more positive and frequent peer interactions at school, and engaged more often in on-task classroom activities. Laboratory measures were more strongly related to children's classroom behavior than behavior at home and most relations observed strengthened with age. (Author/JPB)

ED 413 059 PS 025 881

Lange, Garrett W. Adler, Francesca

Motivation and Achievement in Elementary Children.

Pub Date—1997-06-00

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Child Behavior, Classroom Environment, Elementary Education, *Elementary School Students, Goal Orientation, Learning Motivation, *Motivation, Performance Factors, Self Motivation, *Student Motivation

This study examined the role of motivational factors on the academic achievement of children in the 3rd, 4th, and 5th grades. Four motivational factors were assessed: the child's motivational attributions, motivational goal orientation, self-perception, and mastery-oriented behaviors in the classroom. Mastery-oriented behaviors include being goal-oriented, being able to work independently, seeking out challenging tasks, and participating as an active agent in the learning process. Results of parent, teacher, and child measures indicated that intrinsically goal-oriented children tended to have high academic self-concepts, exhibited high levels of mastery behaviors in the classroom, and scored well on school achievement tests. Achievement levels were found to be a joint result of ability and motivation, and mastery behaviors in the classroom were the link between intrinsic goal orientation and achievement, and between self-concept in the classroom and achievement. The behavioral measure of children's mastery was the most important indicator of achievement. When judgments of the children's abilities were taken from classroom teachers and from parents, it was found that teachers views were more highly associated with achievement levels. Recommendations for teachers based on the study results include allowing students to have choices between equally challenging tasks, and minimizing external rewards as motivators for achievement. (JPB)

ED 413 060 **PS 025 884**

Coleman, Kathy Peters, Pamela Murray, Linda Pawlicki, Lorraine Wemple, Rosalie Johnson, Sheila

Teaching with Multiple Intelligences.

Pub Date—1997-05-00

Note—93p.; Master's Action Research Project, St. Xavier University and IRI/Skylight Field-Based Master's Program.

Pub Type— Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Academic Aspiration, Cognitive Style, *Cooperative Learning, *Educational Strategies, Elementary Secondary Education, Instructional Effectiveness, Interpersonal Competence, Learning Processes, *Learning Strategies, *Metacognition, *Student Improvement, Student Motivation

Identifiers—Gardner (Howard), Illinois (Chicago Metropolitan Area), Intrapersonal Skills, *Multiple Intelligences

This action research project evaluated a program for decreasing the gap in achievement levels among primary and secondary level students in the targeted schools. The subjects, from various cultural and socioeconomic backgrounds ranging from lower to upper-middle class, were students in Chicago city and suburban public and Catholic schools. The problem of the discrepancies in achievement levels was documented through standardized tests, teacher grade books, and teacher observation. Based on current ideas in educational literature and on-site teacher interviews, it was determined that probable causes for this problem included traditional views toward teaching and learning, lack of active student involvement, curriculum mandates, and time restrictions. Intervention based on teaching with the multiple intelligences and incorporation of teaching strategies such as cooperative learning groups, projects, and metacognitive processing, will determine if discrepancies in achievement levels will be minimized. Assessments supported the use of multiple intelligences strategies at both the primary and secondary levels. Twenty-one appendices include parent multiple intelligences checklist, teacher survey and interview form, student multiple intelligences checklist, primary interpersonal and intrapersonal activities, and activities related to each of the seven intelligences. Contains 50 references. (Author/SD)

ED 413 061 **PS 025 885**

Tschann, Jeanne M. Flores, Elena Marin, Barbara VanOss

Parental Marital Conflict and Adolescent Risk Behaviors: A Cognitive-Emotional Model.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Pub Date—1997-04-00

Contract—MCJ-060623

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, At Risk Persons, *Behavior Problems, Conflict, Family Problems, *Marital Instability, Marital Satisfaction, Mexican Americans, *Parent Child Relationship, Sexuality, Substance Abuse

Identifiers—Adolescent Behavior, *Risk Taking Behavior

This study examined the relationship between six dimensions of parental marital conflict and adolescent health risk behaviors, including substance abuse and sexual activity. Subjects were 151 European American adolescents and 110 Mexican American adolescents, ages 12-15, and their parents. Parents reported on their inter-parental conflict at initial interviews. Adolescents reported on parental conflict, their own primary appraisal of threat and self-blame regarding parental conflict, and their emotional distress. At a 6-month follow-up, adolescents reported on their risk behaviors. Results indicated that for Mexican Americans, three parental conflict dimensions—conflict about the adolescent, conflictual process, and conflict intensity—were related to one or more risk behaviors. For European Americans, four parental conflict dimensions—conflict about the adolescent, conflictual process, conflict resolution, and adolescent involvement in the conflict—were related to one or more risk behaviors. The effects of two parental conflict dimensions, conflict resolution and adolescent involvement, were mediated by primary appraisal and emotional distress. (Author/JPB)

ED 413 062 **PS 025 886**

Kingma, Johannes Tomic, Welko

On the Boundaries of the Acceleration of the Development of Intelligence.

Spons Agency—Open Univ., Heerlen (Netherlands).

Pub Date—1996-07-00

Contract—SW-3-96

Note—30p.

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, Compensatory Education, Developmental Tasks, *Early Intervention, Foreign Countries, *Intellectual Development, *Intelligence, Nature Nurture Controversy, Piagetian Theory, Preschool Education, Program Effectiveness, Theories

Identifiers—Bruner (Jerome S), Piaget (Jean), Project Head Start

This paper examines the possibility of accelerating the development of intelligence when applying stringent Piagetian standards to evaluate the effects of short- and long-term intervention or instruction programs. The paper reviews previous Genevan and American research that shows that development can be accelerated by means of only a few long-term instruction programs that satisfy Piaget's criteria. Successful long-term intervention programs can be based on entirely different theoretical approaches, such as that of the Soviet Obuchova, the American preschool curriculum, or a paradigmatic training method. The only similarity in the different intervention programs is the systematic administration of the training tasks and the repetition of the exercises. However, despite the positive results of several intervention programs, even those of long duration such as Head Start, the effects diminish some time after the program has been discontinued. Studies of identical twins suggest that more permanent changes in the environmental factors influence the development of intelligence to a certain extent. A durable change in the development of intelligence may be invoked only if the environment in which the newly acquired skills have to be exercised has also changed more or less permanently. (Contains 56 references.) (Author/KB)

ED 413 063 **PS 025 888**

Foundation for Child Development (FCD) Annual Report, 1996/1997.

Foundation for Child Development, New York, NY.

Pub Date—1997-00-00

Note—59p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, Child Development, Childhood Needs, Children, Economic Factors, *Financial Support, Grants, *Philanthropic Foundations, Poverty

Identifiers—*Foundation for Child Development, *Working Poor

This annual report details the 1996-97 activities of the Foundation for Child Development. Included in the report is a discussion of the history and mission of the foundation and its funding priorities. The members of the Council, Board of Directors, Officers, and staff are listed. The report of the chair, Barbara Paul Robinson, describes the changes in the organization in 1996-97, the approaching centennial of its founding in 1990, and the challenges and opportunities faced as the Foundation focuses on the needs of children of the working poor. The report of the president, Ruby Takanishi, details the Foundation's efforts to articulate a vision to reaffirm the promise of the American dream, and discusses the emphasis on how economic and work circumstances of families influence children's development. The remainder of the annual report delineates the research, policy, and program development grants awarded in 1996-97, with brief descriptions of projects first funded in 1996-97. Foundation-sponsored publications are listed. The independent auditors' report detailing the financial position of the Foundation concludes the report. (KB)

ED 413 064 **PS 025 896**

Lipsitz, Gail Josephson

Practical Parenting: A Jewish Perspective.

Report No.—ISBN-0-88125-538-6

Pub Date—1997-00-00

Note—228p.

Available from—KTAV Publishing House, Inc., Box 6249, 900 Jefferson Street, Hoboken, NJ 07030; phone: 201-963-9524; fax: 201-963-0102 ($23).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Anti Semitism, *Child Rearing, Children, Discipline, Divorce, Family (Sociological Unit), *Family Relationship, Fathers, Grandparents, Holidays, *Judaism, *Parent Child Relationship, Parent Materials, *Parenting Skills, *Parents, Peer Relationship, Religious Factors, Role Models, Sexuality, Sibling Relationship, Stress Management

Identifiers—Gifts, Only Children, Parenting Styles, Special Needs Children

Based on the clinical expertise of social workers at Jewish Family Services of Central Maryland, this book presents practical advice for parents of all faiths, with each of 34 chapters exploring a specific parenting issue. The book is divided into five sections: (1) "Many Kinds of Families," dealing with only children, sibling struggles, adoption, children with disabilities, divorce and new relationships, and teaching children to appreciate differences; (2) "Stresses and Strains," addressing fears about school, peer relationships, stress management, positive discipline, and the power of laughter; (3) "Sensitive Issues," concerning money issues, sexuality, spoiling children, discussing events in parents' earlier lives with their children, and role models; (4) "Holidays and Seasons," makes suggestions for making the High Holidays meaningful for children, parent-child interaction during holidays, the December Dilemma, gift giving, helping young children respond to anti-Semitism, Passover, summer holidays, and summer camp; and (5) "L'Dor Va-Dor," focusing on fatherhood, adult child-parent relationships, intergenerational relationships, grandparents and divorce and intermarriage, and parenting parents. Resources for parents and children, listed by chapter, conclude the book. (KB)

ED 413 065 PS 025 898

Macy, Christina Jehl, Jeanne

Partnerships for Stronger Families: Building Intergovernmental Partnerships To Improve Results for Children and Families. Special Report #9.

Institute for Educational Leadership, Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—1997-00-00

Note—38p.

Available from—Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036; phone: 202-822-8405; fax: 202-872-4050.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, *Agency Cooperation, Agency Role, Community Role, Cooperative Planning, *Cooperative Programs, Decentralization, Family Needs, *Family Programs, Federal Government, Federal Programs, Federal State Relationship, *Government Role, New Federalism, Policy Formation, Private Agencies, Public Agencies, Social Services, State Agencies, State Federal Aid, State Government, State Programs

Identifiers—Family Policy, *Family Resource and Support Programs, Family Support, Government Family Partnerships, Intergovernmental Relations, *Partnerships in Human Services, Public Private Partnership Programs, Reform Efforts

The Clinton administration's Partnerships for Stronger Families initiative, through working meetings, site visits, and outreach efforts, aimed to promote an ongoing conversation between those working on the front lines of services for children and families and those crafting federal policy and legislation in Washington. The initiative was guided by the vision that government must invest in prevention and early intervention programs for children, serve whole families, and measure success by results, not by numbers of dollars spent or people served. This report summarizes the initiative's work and recommendations. The first chapter of the report, "A Federal Focus on Families," includes sections detailing the 1994 meeting to launch the initiative, the progress noted at the March 1996 meeting," and further objectives devised at the December 1996 Meeting. The second chapter "A New Framework: Building Partnerships for Results," includes the following sections: (1) "Build Effective Partnerships" (including providing strong support from the top, helping communities and states gain access to the federal government, building communication with communities and states, restructuring federal technical assistance to build local capacity and strengthen partnerships; (2) "Ensure Increased Accountability for Results" (including developing national indicators to measure and track the well-being of America's children, and making federal programs more flexible). The third chapter, "Looking Ahead," outlines priorities for federal, state and local action, for nongovernmental organizations and private foundations, and the role of the Institute for Educational Leadership (IEL) Policy Exchange. The report's appendices include topics discussed at the December 1996 meeting, the Executive Order on Child and Family Statistics, and a list of participants at the December meeting. (EV)

ED 413 066 PS 025 901

Rafanello, Donna Bloom, Paula Jorde

The 1997 Illinois Directors' Study: A Report to the Robert R. McCormick Tribune Foundation.

Chapman Univ., Concord, CA.

Pub Date—1997-08-00

Note—49p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Qualifications, Administrator Responsibility, Administrator Role, *Administrators, Certification, Credentials, *Day Care, *Day Care Centers, *Early Childhood Education, State Surveys

Identifiers—Illinois, Project Head Start

This study surveyed directors of licensed and license-exempt early childhood programs in Illinois. Participating were 840 directors who responded to a mailed survey sent to 2,325 directors. Respondents were predominantly white (89 percent), with directors of color representing 11 percent of the sample. Results indicated that the majority of directors felt unprepared when they first assumed administrative positions. They indicated that on-the-job training contributed most to their current level of knowledge and skill. Directors reported that their greatest satisfaction was running a quality program, working with children or parents, and helping others. The greatest frustrations were with staffing issues, individual staff, parents, and lack of funds, time, and poor staff compensation. Mechanisms of support cited as helpful included networking and newsletters. Most believed that a professional organization focusing on directors' needs was needed. Ninety-one percent perceived benefits to developing an Illinois Director Credential. Focus group interviews with 38 directors were held to increase the sample of directors of color and Head Start directors (47% African American, 16% Hispanic, 8% Indian and 29% white). The focus group results indicated that directors were disappointed about the lack of training when they first became administrators. Networking and pooling of resources was named as the greatest resource for directors. They identified a need to be connected to the broader early childhood community. (Appendices include data collection instruments and a list of key informants.) (Author/KB)

ED 413 067 PS 025 908

Major, A. Jayne

Breakthrough Parenting: Unlock the Secrets to a Great Relationship with Your Children.

Report No.—ISBN-0-925190-69-1

Pub Date—1993-00-00

Note—174p.

Available from—Deaconess Press, 2450 Riverside Ave., South, Minneapolis, MN 55454; phone: 800-544-8207 (U.S., $9.95; Canada, $11.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Change Strategies, *Child Rearing, *Children, Discipline, Family Environment, *Parent Child Relationship, *Parent Education, Parent Materials, *Parenting Skills, Problem Solving

Identifiers—Parenting Styles

Based on principles taught in the Parent Connection, Inc., parenting education and counseling program, this book for parents provides information on the fundamentals for good parenting, preventing family crises, and teaching children to be thinking, caring, and confident. The chapters are: (1) "So You're a Parent...Now What Should You Do?" focusing on parents' power to influence, reward, and punish children; (2) "Leadership Styles," identifying effective leadership styles for parents; (3) "Self-Sacrifice is Not a Virtue," teaching parents the importance of meeting their own needs; (4) "R=TLC—A Formula to Pull It All Together," addressing the connection between child responsibility and parents' thinking, loving, and confidence; (5) "Misguided Love," describing several harmful parenting styles; (6) "How Children Think," highlighting strengthening parent-child relationships by understanding how children think; (7) "Self-Esteem and Confidence Building," noting specific ways parents can enhance their children's self-esteem; (8) "Stress Management," dealing with anger management and effective problem-solving; (9) "Assertive Communication," including the nature of emotions and receptive listening; (10) "Discipline With Love," focusing on teaching right from wrong, setting limits, and following through; (11) "Discipline vs. Punishment," dealing with the impact of physical and psychological punishment on children and the roots of aggression; (12) "Conflict Resolution," addressing common responses to conflict and more effective problem-solving approaches; (13) "Sensitive Subjects," presenting effective communication techniques to address difficult subjects; and (14) "The Good Life," emphasizing the freedom to choose a better style of parenting. (KB)

ED 413 068 PS 025 909

Welsh, Deborah P. Vickerman, Renee Powers, Sally I.

Unique Realities: Adolescents' and Mothers' Views of Their Interaction.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1997-04-00

Note—32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, Family Relationship, *Interaction, Interpersonal Relationship, *Mothers, *Parent Attitudes, *Parent Child Relationship

Identifiers—*Adolescent Attitudes, Externalization, Internalization, Life Span Development, Social Constructivism

This study examined discrepancies among mothers', adolescents', and observers' perceptions of family interaction. The study was guided by two approaches to the analysis of interaction: (1) the divergent realities paradigm, which explores divergences in different peoples' perceptions of the same family members' interactions; and (2) the perceived inequality paradigm which focuses on individuals' perceptions of discrepancies between family members in their interaction. A video-recall procedure was used to assess 79 rural, working-class mothers' and their adolescents' perception of their videotaped conversations with each other. Results indicated that adolescents viewed family interactions as more conflictual and perceived greater inequalities between themselves and their mothers in their culturally prescribed, developmentally appropriate push for more autonomy in their relationships with their parents. The nature of the discrepancies between adolescents and their mothers was associated with adolescents' internalizing and externalizing symptoms. The "divergent realities" and "perceived inequalities" may contribute to the transformation which occurs during adolescence in parent-child relationships, in that they become more symmetrical and individuated in nature. (Contains 40 references.) (Author/KB)

ED 413 069 PS 025 917

Egley, Esther Grace, Cathy Winton, Pam

Early Childhood Education Specialty Area Annual Report, 1997, SERVEing Young Children.

SERVE: SouthEastern Regional Vision for Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Contract—RJ96006701

Note—23p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annual Reports, Cooperative Programs, Coordination, *Early Childhood Education, Educational Quality, *Leadership Training, Partnerships in Education, Policy Formation, Preschool Education, Professional Development, Program Descriptions, Public Policy

Identifiers—Day Care Quality, *SouthEastern Regional Vision for Education

This annual report details the 1997 activities of the SouthEastern Regional Vision for Education, the agency designated by the U.S. Department of Education as the regional educational laboratory responsible for developing national leadership and expertise in early childhood education. The report describes the partners involved and activities related to four major areas of concern: (1) quality early care and education; (2) education/training for educators and caregivers; (3) linking of services;

and (4) equitable access to quality care for all children. Contact information is given for members of the Early Childhood Laboratory Network Program. The work of the National Center for Early Development and Learning is described. The impact of welfare reform is discussed. Principles to consider in planning to teach young children are examined. (KB)

ED 413 070 PS 025 918

Scheinfeld, Daniel Wallach, Lorraine B. Langendorf, Trudi

Strengthening Refugee Families: Designing Programs for Refugee and Other Families in Need.

Report No.—ISBN-0-925065-13-7

Pub Date—1997-00-00

Note—256p.

Available from—Lyceum Books, Inc., 5758 South Blackstone Avenue, Chicago, IL 60637; phone: 773-643-1902; fax: 773-643-1903; e-mail: Lyceum3@ibm.net ($29.95, plus $4.50 shipping).

Pub Type— Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), After School Programs, Early Childhood Education, *Family (Sociological Unit), *Family Programs, *Immigrants, Intercultural Programs, Limited English Speaking, Non English Speaking, *Preschool Children, Program Descriptions, Program Design, *Refugees, School Readiness, Second Language Programs

Identifiers—Family Support, Illinois (Chicago)

This manual details the principles and practices of the Refugee Families Program (RFP) in Chicago and the issues that have arisen in connecting these families to the educational, medical, welfare, and other institutions that can provide the family-strengthening support they need. The approach of RFP is to work with families through their preschool-age children, to help them prepare their child for public school, and to introduce parents to concepts of child development foreign to their culture but necessary for adjusting to the new environment. Part 1 presents an overview of the program, including the goals of the program, service components, a description of the refugees (mostly Cambodian and Vietnamese) and their needs, intercultural issues, and a description of the recruitment and follow-up procedures. Part 2 describes the four program components: (1) child-parent preschool classes, including curriculum and activities, working with parents, teacher techniques, and group dynamics; (2) after-school homework classes; (3) family service component to facilitate relationships with outside institutions and help families deal with parent-child relationships, household management, and domestic violence; and (4) language instruction for parents. Part 3 deals with program administration, including recruitment, /training, and supervision of teachers and bilingual staff and recruitment, training, supervision, and functions of volunteers. Part 4 reviews many of the lessons learned in the evolution of the program and outlines the planning needed to set up a similar program. Appendices describe the theoretical framework and curriculum for the child-parent classes and contains program and evaluation forms. (KB)

ED 413 071 PS 025 919

McCroskey, Jacquelyn Meezan, William

Family Preservation & Family Functioning.

Child Welfare League of America, Inc., Washington, DC.

Report No.—ISBN-0-87868-614-2

Pub Date—1997-00-00

Note—382p.; Foreword by Brian Cahill, Alex Morales, and Judith Nelson.

Available from—Child Welfare League of America Inc., c/o PMDS, P.O. Box 2019, Annapolis Junction, MD 20701-2019; phone: 800-407-6273; 301-617-7825; fax: 301-206-9789; world wide web: http://www.cwla.org (Stock No. 6142, $24.95).

Pub Type— Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Child Abuse, Child Behavior, *Child Neglect, *Child Welfare, Comparative Analysis, Family Environment, Family Problems, *Family Programs, Parent Child Relationship, Program Evaluation, Social Services

Identifiers—California (Los Angeles County), Child Placement, Family Functioning, *Family Preservation Services, Family Support

This book reports a study of the outcomes of home-based family preservation services for abusive and neglectful families in Los Angeles County. Using the Family Assessment Form, the research project evaluated services provided by two voluntary agencies, and focused on changes in family functioning between the opening and closing of services during a yearlong follow-up period after services were completed, and over a 15-month period. It also measured changes in child behavior, home environment, traits of caregivers, and placement outcomes for children. Findings indicated that there were small but significant improvements in multiple aspects of family functioning in the service group but none in the comparison group. Home stimulation for infants and toddlers and elementary school children's behavior improved for the service group more than for the comparison group during the service period. Personal strengths of parents were associated with improvement in family functioning and child behavior. The service delivery model was not related to changes in family functioning. Parents and professionals defined problems and perceived improvement differently. Service group families were more satisfied with services than comparison families. Families referred by community-based sources were more successful in service than families referred by the Department of Child and Family Services. Psychological characteristics of parents were not influenced by services. There were no differences in placement rates or types for children in the service and comparison group families. (Appendices contain the Family Assessment Form and a description of the Family Services System Model. Each chapter contains references.) (KB)

ED 413 072 PS 025 923

Moles, Oliver C.

Reaching All Families: The Federal Initiative in Family-School Partnerships.

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-03-28

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997). For earlier version of this paper, see ED 400 117.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Role, Educational Legislation, Educational Research, Elementary Secondary Education, Family Influence, *Family Involvement, *Family Role, *Family School Relationship, Parent Role, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Partnerships in Education, Public Policy, *School Community Relationship, School Role

Identifiers—*Partnership for Family Involvement in Education, Read Write Now

The Partnership for Family Involvement in Education is a U.S. Department of Education initiative begun in 1994 to assist families with children's learning by developing national and local family-school-community collaborations. This paper discusses the rationale for the Partnership, including research on family, school, and community collaborations; the nature and status of the Partnership; and how research is linked to its ongoing activities. In discussing the rationale for the Partnership, the paper points to research showing that family involvement is a critical link to high-quality education, and then discusses obstacles to involvement, the school's role, the community's role, and new national laws. The paper then provides an overview of Partnership structure and activities, including Partnership promises, which are pledges of action developed by each steering committee based on a statement of common purpose; conferences; publications, including the "America Goes Back to School" activity kit, various booklets, "Preparing Your Child for College, which is a resource book for parents, and "Community Update," a monthly bulletin of the Department of Education that covers recent developments in its major programs. Also discussed is the Read*Write*Now! Program to combat the decline over the summer in students' reading skills. The paper concludes with an overview of ongoing research meant to provide baseline data and to track the Partnership's progress. The Partnership for Family Involvement in Education is an instructive example of relationships between public policy and educational research. (Contains 25 references.) (LPP)

ED 413 073 PS 025 925

Katz, Lilian G. McClellan, Diane E.

Fostering Children's Social Competence: The Teacher's Role. Volume 8 of the NAEYC Research into Practice Series.

National Association for the Education of Young Children, Washington, DC.

Report No.—ISBN-0-935989-82-X

Pub Date—1997-00-00

Note—128p.

Available from—NAEYC, 1509 16th Street, NW, Washington, DC 20036-1426; phone: 202-232-8777 (ext. 604), 800-424-2460 (ext. 604), fax: 202-328-1846; e-mail: resource_sales@naeyc.org (NAEYC order no. 147, $8; Domestic prepaid orders are shipped at no charge; make checks payable to NAEYC (U.S. funds only)).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Behavior, Early Childhood Education, Interpersonal Communication, *Interpersonal Competence, Interpersonal Relationship, Prosocial Behavior, Social Behavior, Social Cognition, *Social Development, Social Experience, *Socialization, *Teacher Influence, *Teacher Role, Teachers

Identifiers—National Association Educ of Young Children, *Social Education

This book presents options for early childhood educators to consider as they make decisions concerning how best to foster the development of children's social competence. The book maintains that social competence is most likely to be acquired and strengthened in an atmosphere of warmest acceptance, respect, and deep faith in the child's capacity to grow and develop. Included in the text are statements, illustrations, observations, and teacher's experiences to demonstrate approaches which may not be in the best interests of children's social development. Examples of alternative ways teachers might address the same situations are offered. Chapter 1 of the book presents a brief discussion of the components of social competence and the factors that influence its development. Chapter 2 discusses curriculum, environment, and other contextual factors related to fostering social growth in young children. Chapter 3 outlines nine general principles of practice to be taken into account in helping children achieve social competence. Chapter 4 suggests some general teaching strategies for helping children overcome social difficulties. Chapter 5 describes ways to strengthen specific components of social competence. The appendix presents an approach to the assessment of social competence in young children in the areas of individual attributes, social skills, and peer relationships. (SD)

ED 413 074 PS 025 928

Repetti, Rena

The Effects of Daily Job Stress on Parent Behavior with Preadolescents.

Pub Date—1997-04-00

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-

6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dual Career Family, Emotional Response, Employed Parents, Family Structure, *Family Work Relationship, Nuclear Family, One Parent Family, *Parent Child Relationship, Parents, *Preadolescents, Stress Variables, *Work Attitudes

Identifiers—*Adolescent Attitudes, *Job Stress

This study examined whether preadolescents (fifth and sixth graders) perceived the same effects of parents' job stress as suggested by parent reports. Participating were 53 dual-earner families and 28 single-mother families in which all parents were employed at least part-time. Families were mostly European-American, middle-class, highly educated; some had very high incomes. Data were collected 4 or 5 times daily for 5 consecutive days (Monday through Friday). Before leaving the workplace, parents rated their feelings during interactions with coworkers and supervisors that day. Ratings of seven negative adjectives were combined to create the measure of job stress. Before going to bed, parents and children rated their interaction with one another that evening. Results indicated that fathers reported that they were less responsive with children after days with more job stress. Children's descriptions of father's behavior supported this finding. Fathers reported that they were more irritable with children after days with more social stress. But children did not notice this change in the fathers' behavior on those evenings. Both groups of mothers reported that they were more responsive with their children after stressful work days. Children's descriptions of mothers' behavior supported this finding. The data support the view that fathers used social withdrawal to cope with social stressors at work, but mothers did not. Mothers may have used family life to compensate for stressful work days. There was some evidence of a negative emotion spillover effect among fathers, but data from children did not support fathers' reports. (Contains six references.) (KB)

ED 413 075 PS 025 929

Bradley, K. Sue Bradley, Jack

Modifying Curriculum through Divergent Learning Across Disciplines.

Pub Date—1997-03-00

Note—9p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brainstorming, Class Activities, *Creative Thinking, Curriculum Enrichment, *Divergent Thinking, Elementary Education, *Elementary School Students, Learning Activities, Productive Thinking, Thinking Skills

Identifiers—Analogical Reasoning, Synectics

This paper demonstrates a variety of activities designed to enrich the learning environment for all children through the use of divergent thinking activities. The first activity involves structural indexing, whereby students brainstorm words found in a reading selection and construct sentences using a bingo formation, with the concentration on relationships between ideas. The second activity entails synectics, a form of analogy in which unrelated concepts are forced together to develop novel ideas. Examples include direct analogy, personal analogy, and symbolic relationships. The third activity involves attribute listing, in which students complete a graphic representation of characteristics of an object. The fourth activity is redefinition, in which students brainstorm descriptions and associated ideas, and use the brainstormed list to create a story. The fifth activity involves productive thinking, including fluency warm-ups and responding to literature. The sixth activity entails imagining and drawing consequences from imagined events to create a story. Contains 10 references. (KB)

ED 413 076 PS 025 930

The ABC's of Quality Child Care: Parent Handbook.

Oklahoma State Dept. of Human Services, Oklahoma City. Office of Child Care.

Report No. —DHS-Pub-87-91

Pub Date—1996-09-00

Note—32p.

Available from—Department of Human Services, Office of Child Care, P.O. Box 25352, Oklahoma City, OK 73125; phone: 405-521-3561; 800-347-2276.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Caregiver Child Relationship, Check Lists, Child Caregivers, Child Health, *Day Care Centers, Early Childhood Education, Evaluation Criteria, *Family Day Care, Parent Materials, Parent Participation, Safety

Identifiers—Child Safety, Day Care Licensing, *Day Care Quality, *Day Care Selection, Oklahoma

This booklet for Oklahoma parents provides guidelines for selecting a child care setting that best suits the child, the family, and the work situation. It delineates 13 steps in choosing a child care arrangement and lists child care options such as centers, family day care homes, and in-home care arrangements. The role of state licensing is discussed and the responsibilities of licensing representatives are explained. A checklist for parents to use to assess a potential child care setting for their child includes the areas of supervision, caregivers, daily activities, health and safety, nutrition, guidance and discipline, infant and toddler care, and arrangements for children with special needs. Warning signs indicating a poor quality setting are also described. Suggestions for preparing children for entering a new child care setting are included. The importance of continued parental involvement in child care is highlighted. Included are ways parents can respond to suspected child abuse in a child care setting, strategies for reducing childhood illnesses, and general tips for a successful child care experience. A list of resources concludes the booklet. (KB)

ED 413 077 PS 025 931

Davies, Rose

Striving for Quality in Early Childhood Development Programmes: The Caribbean Experience.

Pub Date—1997-09-00

Note—26p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childhood Needs, Cultural Influences, Day Care, Day Care Effects, Economic Factors, Educational Improvement, Foreign Countries, Parent Participation, Preschool Curriculum, *Preschool Education, Social Influences, Teacher Qualifications

Identifiers—Caribbean, *Caribbean Islands, *Day Care Quality, Developmentally Appropriate Programs, Indicators of Quality Schools, Quality of Care

This paper examines the experience of Caribbean countries in striving to achieve quality in early childhood development programs. Part 1 reviews the needs of developing children and the dimensions of quality in early childhood programs intended to meet those needs. Included in the discussion is the use of Developmentally Appropriate Practice guidelines as a basis for standards, indicators of quality, specialized staff training, specific curriculum training, parent involvement, and the early childhood curriculum. Part 2 discusses factors which affect early childhood program quality within the region, highlighting problems with applying quality standards from affluent countries to programs in developing countries. Part 3 poses issues pertaining to quality within different cultural, social, and economic contexts, and the need to rethink quality so it becomes a less elusive goal for programs. Included are discussions of recent efforts to develop locally relevant standards, the results of studies of day care programs in Jamaica and Trinidad and Tobago, and current problems, such as large group sizes, inadequately trained staff, insufficient play materials and equipment, inappropriate teaching strategies, and poor teacher-child interactions. Part 4 provides examples of how developing countries can achieve relative quality in programs which benefit children's development positively. Recommendations include improving in teacher training, examining the experiences of other developing countries in Latin America, and increasing regional collaboration and networking to share resources and expertise. (Contains 29 references.) (KB)

ED 413 078 PS 025 932

Ilfeld, Ellen M., Ed. Hanssen, Elizabeth, Ed.

Gender Issues.

Consultative Group on Early Childhood Care and Development, Haydenville, MA.

Spons Agency—United Nations Children's Fund, New York, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; Aga Khan Foundation, London (England).; Bernard Van Leer Foundation, The Hague (Netherlands).; Christian Children's Fund Inc., Richmond, VA.; High/Scope Educational Research Foundation, Ypsilanti, MI.; Academy for Educational Development, Washington, DC.

Pub Date—1997-00-00

Note—83p.; Produced twice annually.

Available from—Consultative Group on Early Childhood Care and Development, 6 The Lope, Haydenville, MA 01039; phone: 413-268-7272; fax: 413-268-7279; e-mail: info@ecd-group.com; world wide web: http://www.ecd-group.com

Journal Cit—Coordinators' Notebook: An International Resource for Early Childhood Development; n20 1997

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Early Childhood Education, Females, Feminism, Foreign Countries, Sex Bias, *Sex Differences, Sex Fairness, *Sex Role, Sex Stereotypes, Social Development, *Socialization, *Womens Education

Identifiers—*Gender Gap, *Gender Issues

This issue of "Coordinators' Notebook" focuses on gender issues in early childhood. The first article, "Both Halves of the Sky: Gender Socialization in the Early Years," focuses on the arguments that have led to an international call for increased participation of girls in education, an introduction to studies which map young children's experiences, and an overview of the Participatory Learning and Action (PLA) methodology which is a community assessment technique used to gather information. A summary of the findings from the six studies is presented, followed by a discussion of what might be done in the future to increase understanding of gender issues. The second article, "Gender Development and Culture—Excerpts from Studies in Six Countries," (Aicha Belarbi) examines the countries of Morocco, Bolivia, Mali, India, Indonesia, and Jamaica. The excerpts are taken from longer studies which present the experiences and findings from each country's gender socialization studies. The final section of this issue, "Network Notes," presents activities of the secretariat, information on the Save the Children program, UNESCO, High/Scope Foundation, Meetings, publications, videotapes, and the calendar. (SD)

ED 413 079 PS 025 936

Renwick, Margery

Starting School: A Guide for Parents and Caregivers.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-1-877140-21-X

Pub Date—1997-00-00

Note—72p.; Revised version of an earlier guide for parents, "Going to School," first published in 1978.

Available from—New Zealand Council for Educational Research Distribution Services, P.O. Box 3237, Wellington, New Zealand; fax: 04-

384-7933 ($14.85, New Zealand dollars).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Early Childhood Education, Family School Relationship, Foreign Countries, *Parent Materials, Parent Participation, Parent Role, *Parent School Relationship, Personal Narratives, *Preschool Children, *School Readiness, Special Needs Students, Student Adjustment
Identifiers—New Students, New Zealand

Starting school is a milestone in a child's life. This booklet for New Zealand parents and caregivers offers guidelines for making the transition to school a positive experience. The topics discussed include: (1) selecting a school; (2) visiting the school; (3) enrolling children in school; (4) the initial adjustment; (5) clothes and schoolbags; (6) bilingual and immersion classes; (7) the curriculum; (8) classroom organization; (9) homework; (10) computers; and (11) food at school. Parents' viewpoints are shared through diary entries throughout the booklet which record their children's experiences with starting school. (Contains 12 references.) (Author/KB)

ED 413 080 PS 025 937

Wright, Judith, Ed. Podmore, Valerie, Ed.

Early Childhood Folio 3: A Collection of Recent Research.

New Zealand Council for Educational Research, Wellington.
Report No.—ISSN-0112-0530
Pub Date—1997-00-00
Note—61p.
Available from—New Zealand Council for Educational Research Distribution Services, P.O. Box 3237, Wellington, New Zealand; fax: 64-4-384-7933; e-mail: sales@nzcer.org.nz
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Child Language, Day Care Centers, *Early Childhood Education, Emergent Literacy, Ethical Instruction, *Ethics, Foreign Countries, Interaction, Interpersonal Relationship, Learning, *Learning Readiness, Learning Strategies, Maori, Maori (People), Reading Readiness, *School Choice, School Readiness, Student Adjustment, *Teacher Student Relationship, Technology Education
Identifiers—Day Care Selection, *New Zealand, New Zealand Council for Educational Research, Preschool Selection

This booklet is a collection of articles addressing current issues in early childhood education. The first article, "Would You Like to Pack Away Now?: Improving the Quality of Talk in Early Childhood Programs," (Laurie Makin) addresses how teachers talk to children. The second article, "Persistence When It's Difficult: A Disposition to Learn for Early Childhood," (Margaret Carr) addresses learning attributes for 4-year-olds. The third article, "Emergent Literacy in Kindergartens," (Claire J. McLachan-Smith and Alison St. George) examines literacy readiness. The fourth article, "Quality Childcare: Do Parents Choose It?" (Anne B. Smith and Shanee I. Barraclough) addresses parental choice of child care. The fifth article, "The Technical Language Children Use at Home," (Marilyn Fleer) examines technology education. The sixth article, "Anau Ako Pasifika: A Home-Based Early Childhood Project for Pacific Islands Families in Aotearoa/New Zealand," (Diane Mara) describes a program that enhances children's language. The seventh article, "Good Practice to Best Practice: Extending Policies and Children's Minds," (Anne Meade) describes the positive changes in early childhood education policy in New Zealand in the late 1980s. The eighth article, "Te Kohanga Reo: More than a Language Nest," (Arapera Royal Tangaere) describes the Maori movement. The ninth article, "Ethical Quandaries for Neophyte Early Childhood Practitioners," (Kennece coombe and Linda Newman) addresses professional ethics in early childhood teacher education. The tenth article, "Factors Impacting on Children's Adjustment to the First Year of School," (Kay Margetts) addresses children's adjustment to school. (SD)

ED 413 081 PS 025 938

Saracho, Olivia Natividad

Teachers' and Students' Cognitive Styles in Early Childhood Education.

Report No.—ISBN-0-89789-486-3
Pub Date—1997-00-00
Note—224p.
Available from—Bergin & Garvey, 88 Post Road West, Box 5007, Westport, CT 06881; phone: 800-225-5800; www: http://www.greenwood.com ($59.95).
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Cognitive Ability, *Cognitive Development, Cognitive Processes, *Cognitive Style, *Early Childhood Education, Field Dependence Independence, *Individual Differences, Intellectual Development, Intelligence Differences, Learning Processes, *Teacher Student Relationship
Identifiers—*Cognitive Level, *Cognitive Research

Cognitive style identifies the ways individuals react to different situations. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems. Intended for researchers, psychologists, child development specialists, and early childhood educators, this book provides information to aid in understanding the nature of children's cognitive style. It uses that understanding to improve the learning activities provided to children, to help improve the teaching of children, and, ultimately, to improve their learning in school. The book's contents are designed to help teachers deal with the individual differences that are found among the children in their classes, especially in regard to the ways that children perceive the world and make sense of it. Part one of the book provides background information to describe cognitive style, its effects on the teaching-learning situation, and how to formally and informally assess cognitive style. Part two deals with student learning. This part describes field dependent (FD) and field independent (FI) students in a classroom situation, their learning behaviors, and how field dependence independence (FDI) influences the early childhood curriculum, including social situations. Part three of the book deals with the teachers' instruction, describing FD and FI teachers in a classroom situation, their instructional behaviors, and the consequences of matching teachers and students. Part four provides researchers and educators with future directions, including how early childhood teachers can be better prepared to meet students' individual differences and how cognitive style can improve educational practice. Contains 379 references.(Author/SD)

ED 413 082 PS 025 939

Madden, Deirdre Laurence, Deanna

Preschool Communication Skills: Are Children from Single Parent Homes Disadvantaged?

Pub Date—1997-00-00
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Auditory Tests, Child Language, Comparative Analysis, Employed Parents, *Family Structure, *Hearing (Physiology), *Language Acquisition, Nuclear Family, One Parent Family, *Preschool Children, Preschool Education, *Speech Skills, Verbal Development

This study examined the correlation between speech, language, and hearing screening results and demographic or family structure. Participating were 733 children in day care, between 3 and 6 years old, representing diverse economic and racial backgrounds. Speech, language, and hearing screenings were completed in 1989, 1993 and 1995. The Denver Articulation Screening Exam was used in 1989 and 1995, and the Preschool Language Scale-3 was used in 1993. Results indicated that there was no relationship between children's hearing acuity and demographic or family structure data. Results from the 1989 data indicated that more children from married working-parent families (44 percent) were referred based on screening results than in single working parent families (25 percent). The 1993 data yielded similar results for both expressive and receptive language, but there was no difference in referrals based on speech sound results. The 1995 data also revealed that a greater percentage of children from two-parent families were referred (20 percent) than children from single-parent families (14 percent). The number of years the child was in day care did not correlate with language outcome. Over the 7-year data collection period, the referral rate for children from two-parent families declined from 44 to 20 percent, and for children from one-parent families, from 25 to 14 percent. (Contains 15 references.) (KB)

ED 413 083 PS 025 940

Khandke, Veena Pollitt, Ernesto Gorman, Kathleen S.

Maternal Education and Its Influences on Child Growth and Cognitive Development in Rural Guatemala.

Pub Date—1997-04-00
Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Child Health, Child Rearing, Child Welfare, Cognitive Ability, *Cognitive Development, Cognitive Processes, *Educational Background, Educational Benefits, Educational Experience, Foreign Countries, Knowledge Level, *Mothers, Parent Child Relationship, *Parent Influence, Physical Health, Socioeconomic Status, Womens Education, Young Children
Identifiers—Cognitive Competence, Cognitive Level, *Cognitive Research, *Guatemala

This study examined the contribution of maternal education to variations in child outcomes from birth to 7 years of age. The sample for this study consisted of 266 children and their mothers, drawn from four rural communities in eastern Guatemala, who had participated in a longitudinal nutritional supplementation study. Data were presented which showed the influence of mother's education and socioeconomic status on the incidence of respiratory illness in offspring, and the influence of mother's education and socioeconomic status on children's performance on cognitive tests. Mothers with 4 or more years of education had children with lower incidence of respiratory illness at ages 1, 3, and 4. These children also performed significantly better on a preschool battery administered at ages 5 and 7 than mothers with fewer years of education. These results add to the growing evidence of the strong positive association between mother's education and child outcomes in developing countries. The data strongly support the argument for investment in basic primary education for females in lower income countries; the spread of female education has tremendous potential as a public health intervention. Based on the results, it was concluded that policy makers should focus on increasing access to schools, reducing attrition, and targeting the most needy populations. (Author/SD)

ED 413 084 PS 025 941

Blank, Susan

Theory Meets Practice: A Report on Six Small-Scale Two-Generation Service Projects.

Foundation for Child Development, New York, NY.
Pub Date—1997-00-00
Note—129p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Child Health, Children, Day Care, Early Childhood Education, *Employment Services, *Family Programs, *Health Services, Intervention, Low Income Groups, Parent

Participation, Parents, Program Descriptions, Program Evaluation

Identifiers—New York (New York), Program Characteristics

This report details the experiences of six two-generation intervention projects in New York City supported by grants from the Foundation for Child Development. The two-generation projects help low-income families gain access to employment-related services for parents, and developmental services such as quality child care and health care for children. Although programs varied, all included voluntary services, used counseling, and had a moderate level of openness to parent input and decision making. Chapter 1 of the report describes recent changes in the welfare system and efforts to develop two-generation programs and incorporate management information systems. Chapter 2, "The Six Sites: An Overview," profiles the sites and their parent agencies. Chapter 3, "The Challenge of Engaging Parents," focuses on how sites defined the target group of parents and the approaches used to sustain parents' involvement. Chapter 4, "Making Connections," discusses how sites linked their services to others within their agencies and with other systems and agencies. Chapter 5, "Tracking Activities and Outcomes," reports on the use of automated systems for tracking participation patterns, use of services, and outcomes. Chapter 6, "Conclusions," provides checkpoints for two-generation projects to help them maintain a focus on the goals of promoting family economic self-sufficiency and child well-being. Four major challenges that emerged from the projects' experiences include: (1) engaging parents in voluntary interventions; (2) maintaining the integrity of the model; (3) making service connections outside the agency; and (4) keeping track of program processes and outcomes. (Appendices describe grant-making interests for new projects, grant periods, and available technical assistance to sites. Contains 14 references.) (KB)

ED 413 085 PS 025 942

Kindler, Heinz Grossmann, Karin

Longitudinal Sequelae of Fathers' Sensitivity while Challenging the Child during Joint Play.

Pub Date—1997-04-00

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Behavior, *Child Development, Child Rearing, Coping, Father Attitudes, *Fathers, Parent Attitudes, *Parent Child Relationship, Parent Influence, Parent Role, Parenting Skills, Peer Relationship, *Play, Sex Role, *Toddlers

Identifiers—*Challenge, Gender Issues, Sensitivity Analysis

A supportive father as well as a supportive mother may foster offspring's healthy development. But what the behavior of a supportive parent looks like may in part depend upon whether the parent is a mother or a father. From the beginnings of empirical research on fathers, the father's role in traditional western families has been conceptualized as familiarizing the child with the demands of the world outside the family. Within the German Bielefeld Longitudinal Study, one aspect of paternal ability to fulfill this role has been assessed by examining fathers' sensitivity in challenging the child (age 24 months) during a play-situation. The fathers were asked to introduce a new play material to the child. Later, developmental sequelae on children's peer competencies and coping strategies, as assessed from interviews at age 16, were studied. Paternal sensitivity in challenging during toddlerhood, as assessed with macro- as well as microanalytic measures, turned out to be related to adolescents' peer integration, friendship quality, conflict resolution in close friendships, and hostility. Additionally, gender-specific relations emerged. Paternal sensitivity in challenging during toddlerhood showed associations with the use of active coping strategies for girls and the use of mental coping strategies for boys. Findings point to the possibility that challenging sensitively may be an important qualitative aspect of fathering during toddlerhood.(Contains 13 references.)(Author/SD)

ED 413 086 PS 025 943

Knitzer, Jane Bernard, Stanley

The New Welfare Law and Vulnerable Families: Implications for Child Welfare/Child Protection Systems. Children and Welfare Reform Issue Brief 3.

National Center for Children in Poverty, New York, NY.

Spons Agency—Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.

Pub Date—1997-00-00

Note—25p.

Available from—NCCP Publications, 154 Haven Avenue, New York, NY 10032; phone: 212-304-7100; fax: 212-544-4200; World Wide Web: http://cpmcnet.columbia.edu/dept/nccp/ ($5).

Pub Type— Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*At Risk Persons, Child Abuse, *Child Welfare, *Children, Family Programs, Federal Legislation, Policy Formation, Poverty, Public Policy, Welfare Recipients, *Welfare Services

Identifiers—Child Protection, *Child Protective Services, Personal Responsibility and Work Opp Recon Act, State Policy, Temporary Assistance for Needy Families, *Welfare Reform

This report examines the potential impact of federal welfare legislation, Public Law 104-193, The Personal Responsibility and Work Opportunity Reconciliation Act, on vulnerable families already in or at risk of entering the child welfare/child protection systems. The report includes an overview of the challenges states face; questions for state legislators, policymakers, and advocates to consider in developing and implementing their state welfare strategies; and a detailed analysis of the provisions of the federal law most likely to affect vulnerable children and families. Several areas of possible impact are discussed, including: (1) the loss of income or supports related to Temporary Assistance to Needy Families, resulting in an increase in the number of families unable to provide basic food and shelter for their children and causing neglect and homelessness; (2) increased stress on vulnerable families leading to abuse and other forms of maltreatment; (3) loss of Supplemental Security Income benefits for children with disabilities resulting in inability to maintain children at home; (4) decreased access to crisis intervention services for families in need; (5) new pressures on kinship foster care; (6) increased difficulty in meeting family reunification permanency goals; and (7) new pressure on youth aging out of the foster care system. A framework for analyzing the implications of 15 issues related to the new welfare law for child welfare/child protection systems is presented in a tabular format. (Contains 11 references.) (Author/KB)

ED 413 087 PS 025 947

Levine, James A. Pittinsky, Todd L.

Working Fathers: New Strategies for Balancing Work and Family.

Report No.—ISBN-0-201-14938-9

Pub Date—1997-00-00

Note—273p.

Available from—Addison-Wesley Publishing Company, Inc., One Jacob Way, Reading, MA 01867-3999; phone: 800-552-2259 (U.S., $30; Canada, $31.50).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Dual Career Family, *Employed Parents, Family Life, *Family Work Relationship, *Fathers, Job Satisfaction, Life Satisfaction, Parent Child Relationship

With the steady rise in the number of women joining the workforce, fathers are taking on more responsibility for the nurturing of their children, partly by necessity but often by choice, while still retaining their "breadwinner" pressures. This book is intended to help men reconcile the demands of work and family. It is based on a decade of research on men's changing dynamics around work and family, conducted by The Fatherhood Project at the Families and Work Institute (FWI). Data include company case studies and reports from focus groups, interviews with over 200 working fathers in diverse occupations across industries, and an analysis of FWI's National Study of the Changing Workforce, a nationally representative survey of over 3,000 members of the U.S. labor force. Chapters are: (1) "Daddy Stress: The Invisible Dilemma"; (2) "Daddy Success: The Payoff for Fathers, Mothers, Companies, and Kids"; (3) "Creating the Father-Friendly Workplace"; (4) "Breaking the [Corporate] Culture Collusion"; (5) "Managing Paternity Leave: A Smart Investment"; (6) "Connecting with Your Family"; (7) "Staying Connected When You're Traveling"; (8) "Connecting through School, Day Care, and Other 'Significant Others'"; and the conclusion, "Working Fathers: Balancing the New Work-Family Equation." (EV)

ED 413 088 PS 025 948

Geddes, Lucille M.

Readiness Research Project.

Pub Date—1997-00-00

Note—14p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Elementary School Students, Followup Studies, *Learning Readiness, Longitudinal Studies, *Outcomes of Education, Parent School Relationship, *Primary Education, *School Readiness, Sex Differences, Special Education

This study compared the academic progress of children who had been recommended for and attended a Readiness program with those children whose parents had declined the Readiness program placement for their children. Participating were 215 students chosen over an 11 year period who had been recommended for a Readiness program and a comparison group of 39 students who had not received such a recommendation. Results indicated that 26 parents did not give a reason for refusing the Readiness placement, and 23 parents stated that their child was ready for the first grade. Boys were referred to Readiness programs twice as often as girls, with a greater proportion of parents of girls refusing placement. Students who had attended kindergarten were somewhat less likely to be recommended for Readiness programs than children who had not attended kindergarten. Children whose parents accepted the Readiness placement had a greater discrepancy between their chronological and developmental ages than did children whose parents refused the placement. A higher percentage of Readiness refusal students received special services than Readiness students; the number of special services received by the two groups did not differ. Readiness students required more special services than non-Readiness students. About three-quarters of Readiness refusal students were performing at grade level by grade 3, but 69 percent had received special services. A group of six students who did not attend kindergarten, were young developmentally, did not have Readiness education, and were not on grade level by grade 3 were identified as a risk group. (KB)

ED 413 089 PS 025 949

The Handbook of Child and Elder Care Resources.

Office of Personnel Management, Washington, DC.

Report No.—ISBN-0-16-049023-5

Pub Date—1997-06-00

Note—120p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Day Care, *Day Care, Day Care Centers, Dependents, Elementary Education, Family Day Care, Family Work Relationship, *Federal Government, Federal Programs, Financial Support, *Government Employees, Health Insurance, Legal Responsibility, Long Term Care, *Older Adults, Organizations (Groups), Preschool Education, School Age Day Care, Sick Child Care

Identifiers—Day Care Licensing, Day Care Quality, *Day Care Selection, *Elder Care, Medicaid, Medicare, Medigap Insurance, Project Head Start

Approximately 700,000 Federal employees have children under age 13; at least an equal number of Federal employees are estimated to have concerns about their elderly parents and relatives. This handbook was developed primarily to put government employees in touch with the many free resource organizations and agencies around the country that can help them meet their dependent care needs. It also provides practical tips on how to find quality child care, information about federal personnel programs that can help to balance work and family responsibilities, and places to call for further information on related topics, such as obtaining financial assistance. The handbook is divided into three parts: Child Care, Elder Care, and Work and Family Programs. Part I suggests practical steps to take in finding quality child care, including questions to ask during the initial telephone screening and a checklist of things to observe when visiting child care centers or homes. It also provides a directory of resource and referral services around the country, and a list of federal and national organizations that can help parents learn about quality child care. Part II explains a variety of community resources that are offered around the country to help older adults function independently, and discusses housing options, financial and medical considerations, nursing homes, and home health care agencies. It also provides a short summary of the services provided by federal and national organizations which can help employees meet their elder care needs. The last part provides information on the Office of Personnel Management's (OPM's) Work and Family Program Center and government-wide personnel flexibility; and on programs, policies, and leave options to help employees balance their work and family demands. (Author/EV)

ED 413 090 PS 025 950

Smith, Shelley, Ed. Fisher, Karen, Ed. Lays, Julie, Ed.

Children, Youth and Family Issues. 1996 State Legislative Summary. A Publication of the Children and Families Program.

National Conference of State Legislatures, Denver, CO.

Spons Agency—Carnegie Corp. of New York, NY.; Edna McConnell Clark Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.

Report No.—ISBN-1-55516-605-9

Pub Date—1996-12-00

Note—139p.; For 1995 summary, see ED 392 543.

Available from—National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202; phone: 303-830-2054; fax: 303-863-8003; World Wide Web: http://www.ncsl.org (Item No. 6136, $25, plus $4 shipping and handling. Residents in Colorado must add 7.3% sales tax and residents in District of Columbia, must add 6% sales tax).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—At Risk Persons, Child Abuse, Child Health, Child Neglect, Child Support, Child Welfare, *Children, Day Care, Early Childhood Education, *Family (Sociological Unit), Juvenile Justice, Mental Health, School Age Day Care, *State Legislation, Substance Abuse, Welfare Services, *Youth, Youth Problems

Identifiers—Child Support Enforcement, Day Care Regulations, Family Law, Family Support, Welfare Reform

This book is a compilation of summaries of newly enacted state legislation affecting children and families. It documents legislative activity, emerging trends, and innovative policies in the states, providing information essential to effective policymaking. Part 1 describes the National Conference of State Legislatures' Children and Families Program. The bulk of the book provides summaries of state legislation in the following areas: (1) abuse and neglect, including background checks, prevention and treatment, registries and records, and sexual offender registries; (2) child care and early childhood education, including regulation and licensing, child care in public schools, and support for providers; (3) child mental health; (4) child support enforcement, including court procedures, enforcement techniques, interstate enforcement, and paternity; (5) child welfare, including adoption, family preservation services and permanency plans, foster care, and termination of parental rights; (6) family law, focusing on custody and visitation and domestic law; (7) general legislation related to children, youth, and families; (8) juvenile justice, including financing, jurisdiction, procedures, and weapons offenses; (9) substance abuse and control, including prevention, education, and tobacco use control; (10) welfare reform and public assistance, including eligibility, employment-related policies, family caps, child exclusion, fraud, teen parents, and time limits; and (11) youth at risk, including missing and homeless children, school drop-outs, suspension, school safety, and truancy. Within each category, legislation is listed alphabetically according to state. (KB)

ED 413 091 PS 025 951

Smith, Shelley L. Fairchild, Mary Groginsky, Scott

Early Childhood Care and Education: An Investment That Works. 2nd Edition.

National Conference of State Legislatures, Denver, CO.

Spons Agency—Carnegie Corp. of New York, NY.; Foundation for Child Development, New York, NY.

Report No.—ISBN-1-55516-650-4

Pub Date—1997-01-00

Note—119p.; For 1995 edition, see ED 382 404.

Available from—National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202; phone: 303-830-2054; fax: 303-863-8003; World Wide Web: http://www.ncsl.org (Item No. 6137, $25, plus $4 shipping and handling. Residents in Colorado must add 7.3% sales tax and residents in District of Columbia, must add 6% sales tax).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Health, Child Welfare, *Children, *Day Care, *Early Childhood Education, Family Programs, Juvenile Justice, Program Effectiveness, Public Education, *Public Policy, School Age Day Care, *State Legislation

Identifiers—Day Care Quality, Day Care Regulations, Family Support, Program Characteristics, State Policy, Welfare Reform

This report highlights recent state legislative efforts to expand early care and education, promote the development of young children, and meet a variety of state policy goals. Chapter 1, "The Role of Early Childhood Care and Education in State Public Policy," presents the rationale for policymakers from a range of policy jurisdictions to consider early care and education and summarizes program characteristics associated with effectiveness. Subsequent chapters discuss effects of early care and policy on various policy areas and describe state legislative approaches that integrate early childhood services. Chapter 2, "Economic and Labor Implications of Early Childhood Care and Education," examines benefits to current and future employers from early childhood services. Chapter 3, "The Implications of Early Childhood Services and School-Age Child Care for Public Education," examines the impact of these services on academic success. Chapter 4, "The Implications of the Early Childhood Services for Juvenile Justice," considers the role of early childhood services in preventing later delinquency, crime, and child abuse. Chapter 5, "The Role of Early Childhood Care in Health Policy," highlights state efforts to link health and early care needs. Chapter 6, "Child Care Regulations and Quality of Care," focuses on state regulations in enhancing quality. Chapter 7, "Early Childhood Services and Welfare Reform," describes the Temporary Assistance for Needy Families program and opportunities to consolidate child care services under one administration. Chapter 8, "Early Care and Family Support," identifies several state programs experimenting with multigenerational family support and education programs. Each chapter has references. (Contains appendix with references for further information.) (KB)

ED 413 092 PS 025 957

Decoste, Ginette

Recognizing Family Dynamics: Community and Professional Actions Inspired by the Think and Act Family Guide = Reconnaitre la dynamique familiale: des actions communautaires et professionnelles inspirees par le guide penser et agir famille).

Conseil de la famille, Quebec (Quebec).

Report No.—ISBN-2-550-31370-4

Pub Date—1997-00-00

Note—175p.

Available from—Conseil de la famille, 875, Grande Allee Est, Edifice H, 3e etage, Quebec, Quebec, G1R 5W5, Canada.

Language—French, English

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Crisis Intervention, Family (Sociological Unit), *Family Needs, Family Problems, Family Programs, Family Relationship, Foreign Countries, *Intervention, *Public Policy, *Social Services

Identifiers—Canada, Family Resource and Support Programs, *Family Support, *Quebec

This report, in French- and English-language versions, synthesizes the policy laid down in the "Think and Act Family" guide, which Quebec's Conseil de la Famille made public in 1989. The report is intended for those who work with families in any function, such as a volunteer, a professional, or an administrator; it emphasizes that a family approach is appropriate for the vast majority of cases dealing with prevention, training, increased awareness, and situations of conflict. The report is intended as an inspiration and resource to encourage the integration of the family approach into all facets of human services. Chapters are: (1) "Think and Act Family" Applied to Policies and Programs—A Reminder from the 1989 Guide; (2) Community and Professional Actions Inspired by Family Criteria; (3) The Necessary Conditions for Practicing the Family Approach; (4) The Steps Involved in the Family Approach; and (5) Making the Family Approach Effective. Appendices present the family criteria from the "Think and Act Family" guide, and "Focus on the Family in Treatment and Services." (EV)

ED 413 093 PS 025 960

Stanton, Danielle

The Art of Living Better in a Recombined Family = L'art de mieux vivre une recomposition familiale.

Conseil de la famille, Quebec (Quebec).

Report No.—ISBN-2-550-24014-6; ISBN-2-550-31265-1

Report No.—

Pub Date—1997-00-00

Note—47p.

Available from—Counseil de la famille, 875, Grande Allee Est, Edifice H, bureau 1.66B,

Quebec, Quebec, G1R 5W5, Canada.
Language—French, English
Pub Type— Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Family Life, Family Problems, Family Relationship, Foreign Countries, *Parent Child Relationship, Remarriage, *Stepfamily
Identifiers—Blended Families, Canada, *Quebec

Recombined families are faced with the same challenges as "ordinary" families. However, the relationships that unite the members of the recombined family are more complex, which causes a potentially higher number of difficulties than in other families. This brochure, in French- and English-language versions, was designed to address these special situations. Rather than attempting to answer all questions or provide models, the brochure is intended to provide people with ideas, suggestions, and information they need to begin and get through the recombining process successfully, with particular regard to children's happiness. The brochure addresses such issues as the tension between simply forming a new couple through marriage or forming a new family; the need for patience and openness throughout the process; children's need for input, stability, and reassurance; the role of the biological parents as partners with regard to the children; and obtaining family support services. (EV)

ED 413 094 PS 025 961
Geiger, Brenda
Discipline in K through 8th Grade Classrooms.
Pub Date—1997-10-00
Note—24p.; Paper presented at the Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 22-24, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Age Differences, Classroom Techniques, *Discipline, *Discipline Problems, *Elementary Education, Observation, Student Behavior, *Teacher Behavior
Identifiers—Disciplinary Styles

This study examined discipline problems arising in kindergarten through eighth grade classrooms and teachers' attempts to solve them. A total of 746 students in 35 classrooms were observed by 35 teacher-education students placed in separate classrooms in southern New Jersey. During ten 50-minute observation sessions, each student directly observed and coded, based on predefined behavioral categories, the discipline problems arising in the classroom and the disciplinary techniques teachers adopted to solve them. Findings indicated that the most frequent problems were talking or whispering, being out-of-seat, fidgeting, and inattention. The problems were similar from grade to grade but varied in frequency. The teachers' techniques used to solve the discipline problems were ones that did not interrupt the flow of instruction, including verbal techniques such as "shh-shh" and "stop," repeating directions, or ignoring the disruption. The least commonly used techniques were time-out, sending students to the principal's office, or requiring extra work. (Contains 25 references.) (Author/KB)

ED 413 095 PS 025 962
Newman, Sally Marks, Ronald
Children's Views on Aging.
Pittsburgh Univ., PA. Generations Together.
Pub Date—1997-00-00
Note—43p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Aging (Individuals), *Attitude Measures, *Childhood Attitudes, *Children, Elementary Education, Grandparents, Older Adults, Rating Scales, Semantic Differential, Stereotypes

This manual for the Children's Views on Aging (CVOA) questionnaire describes the instrument and administration and scoring procedures, details the analyses used in a study of childhood attitudes toward aging, and discusses instrument development. The CVOA is comprised of six sections. Section 1 elicits information about the cognitive and emotional components of children's beliefs about aging. Section 2 asks children to give information on elderly people they actually know and their contact with them. Sections 3 and 6 consist of semantic differential scales to determine the range and content of children's stereotypes regarding older and younger people. Section 4 asks children to identify the oldest person they know, describe that person's feelings about being old, and describe their own relationships with grandparents and great-grandparents. Section 5 investigates children's attitudes regarding older persons as classroom resources. The CVOA may be given individually or in groups to students in grades 3 to 6. Sections 3 and 6 are especially useful when given as a pre-post assessment for students involved in intergenerational programs. Three appendices present response categories for the open-ended questions, analyses used for each question in a study of childhood attitudes toward aging, and information on how the instrument was developed. (Contains 13 references.) (KB)

ED 413 096 PS 025 963
Curry, Janice Washington, Wanda Zyskowski, Gloria
Pre-K Best Practices Review, 1996-97.
Austin Independent School District, TX. Office of Program Evaluation.
Pub Date—1997-05-00
Note—57p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Quality, Effective Schools Research, Low Income, Outcomes of Education, Preschool Curriculum, *Preschool Education, Preschool Evaluation, Program Evaluation, *School Effectiveness
Identifiers—Austin Independent School District TX, Developmentally Appropriate Programs, Exemplary Schools

Although early childhood education is important for all children, research suggests that it is particularly important for low-income and educationally disadvantaged children. Of the 53 Austin Independent School District (AISD) elementary schools that provided prekindergarten education, five Title I schools with full-day prekindergarten programs were selected for this study to determine exemplary practices, based on program administrators' recommendations and longitudinal test data from 1993 to 1996 on the Peabody Picture Vocabulary Test-Revised or the Test de Vocabulario en Imagines Peabody. Findings indicated that factors contributing to program success were: (1) strong teacher commitment to developing an age- and developmentally-appropriate curriculum; (2) supportive principals who encouraged and respected teachers as professionals; (3) teacher participation in professional development; (4) emphasis on language building activities, first in the child's native language; (5) importance of teacher teamwork, schoolwide and at individual grades; and (6) strong parental involvement. Educational strategies included informal and formal assessment, bilingual education, special education inclusion, and multi-age classrooms and activities. The developmentally appropriate program guidelines of the National Association for the Education of Young Children (NAEYC) provided the program's framework. Recommendations included the continued use of NAEYC guidelines, recruitment of certified early childhood and bilingual teachers, increased funds for teachers' professional development and children's field trips, funding of full-day programs, and encouragement of research-based instructional strategies. Follow-up achievement data indicated that the program benefited language development, especially for Spanish-speaking students. (Appendices include the interview questions and language and achievement test information.) (Author/KB)

ED 413 097 PS 025 964
Recruiting Welfare Recipients for Child Care Work: Not a Panacea.
Child Care Law Center, San Francisco, CA.
Spons Agency—Ford Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.
Pub Date—1996-03-00
Note—25p.
Available from—Child Care Law Center, 22 Second Street, 5th Floor, San Francisco, CA 94105 ($7).
Journal Cit—Working for Change; Mar 1996
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Care Occupations, Child Caregivers, Day Care, Early Childhood Education, Public Policy, *Welfare Recipients
Identifiers—Caregiver Burden, Caregiver Qualifications, *Caregiver Training, Caregiver Turnover, Parent Caregiver Relationship, *Welfare Reform, Welfare to Work Programs

Work requirements for welfare recipients will pressure state agencies to create employment opportunities for parents and arrangements for child care while parents work. This report examines the topic of recruiting welfare mothers to care for children of other recipients. The report highlights research outlining barriers to work in child care and concerns regarding low-income women as child caregivers. It also profiles programs that have met with varying degrees of success, discusses center-based training as an option, and suggests supports for family child care providers. Child care workfare proposals are described as varying in the amount of training, support, and screening offered to providers and options offered to parents. Caregiving issues discussed include the desire and aptitude for child care work, family supports for providers, and the providers' professionalism and relationship with parents. The report also describes barriers and disincentives to child care as a work opportunity, including low compensation, lack of resources to support providers, impediments related to small business operations, health and safety conditions of homes, inability to pass background checks, zoning and landlords, and the presence of domestic violence. The report recommends effective supports for providers, including adequate training, start-up funds, development of a family child care provider network, opportunities for licensing or regulation, links to referral and social services, financial support as needed, and assistance to market business and develop curriculum, policies, and procedures. (Contains 17 references). (Author/KB)

ED 413 098 PS 025 965
Regulation-Exempt Family Child Care in the Context of Publicly Subsidized Child Care: An Exploratory Study.
Child Care Law Center, San Francisco, CA.
Spons Agency—David and Lucile Packard Foundation, Los Altos, CA.; A.L. Mailman Family Foundation, Inc.
Report No. —PN-9603
Pub Date—1996-00-00
Note—180p.
Available from—Child Care Law Center, 22 Second Street, 5th Floor, San Francisco, CA 94105 ($35).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Early Childhood Education, *Family Day Care, Financial Support, *Public Support, State Regulation
Identifiers—Day Care Licensing, *Day Care Quality, *Regulatory Exemption

Whether and how to regulate family child care has been a continuing policy dilemma facing child care advocates, policymakers, child care administrators, and child care regulators over the last 20 years. Insufficient attention has been given to what regulatory and/or non-regulatory methods might be used to ensure that all children, regardless of whether they receive a federal subsidy or which particular subsidy they receive, are provided with safe and healthy child care. To begin the work necessary to formulate a rational policy framework for regulation-exempt family child care, primarily as it relates to the child care subsidy system, this report compares funding requirements imposed on regulation-exempt family child care with requirements imposed on family child care which is regulated. The report also includes current information on both the child care regulatory and funding systems for all 50 states and the District of Columbia, expert opinions, a survey of resource and referral agencies nationwide, and in-depth research from five states. The report's chapters are: (1) The Utilization and Provision of Regulation-Exempt Family Child Care; (2) The Regulation of Family Child Care: What Is Covered and What Isn't; (3) The Funding of Regulation-Exempt Family Child Care: Requirements and Rates; (4) A Closer Look at Several States; (5) Legal Issues; (6) Strategies to Support Parents; (7) Strategies to Support Providers; and (8) Recommendations. Three appendices present a list of participants, state-by-state regulation tables, and health and safety requirements of case study states. (Author/EV)

ED 413 099 PS 025 966

Gamse, Beth C. Conger, Dylan Elson, Dean McCarthy, Maria

Follow-Up Study of Families in the Even Start In-Depth Study. Final Report.

Abt Associates, Inc., Cambridge, MA.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Pub Date—1997-00-00

Note—39p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Disadvantaged Environment, *Disadvantaged Youth, Early Childhood Education, *Family Literacy, Intervention, *Literacy Education, Low Income Groups, Outcomes of Education, Program Effectiveness, Program Evaluation, School Readiness, Young Children

Identifiers—*Even Start

The federal Even Start program was implemented to improve the educational opportunities of low-income children and adults by integrating early childhood education, adult education, and parent education into a unified family literacy initiative. This study was designed to assess the impact of Even Start on children's early school performance several years after their participation in the program and, secondarily, to characterize the schools in which the Even Start and comparison children were enrolled. Data were collected on a subset of children from the In-Depth Study of the first national evaluation of Even Start. Of the 179 children included in that study, 128 (72%) were involved in the Follow-Up study. The majority of the students were in the first and second grades during the 1994-95 school year. The medium-term effects of Even Start participation were assessed using the following measures: school grades; achievement test data; school attendance; special education placement; Title I placement; participation in transitional classrooms, summer school programs, and bilingual education; and grade retention history. The study found little difference between former Even Start participants and a control group except that Even Start participants were less likely to be tardy arriving at school. Given that previous research has demonstrated the positive long-term effects of early childhood education programs, these results might be explained by the absence of the following features in this study: (1) a longer interval between the treatment and subsequent follow-up; (2) the use of comparable grade data or achievement test scores; and (3) the capacity to collect new data from children as well as from teachers or parents. While it is possible that the Even Start program does not have medium- or long-term effects, it is also possible that these features needed to be included in the study design to detect meaningful differences. (Contains 24 references and 3 appendices which detail methodology and family characteristics.) (LPP)

ED 413 100 PS 025 967

Riedinger, Susan Allin

Even Start: Facilitating Transitions to Kindergarten.

Mathematica Policy Research, Inc., Plainsboro, NJ.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Pub Date—1997-00-00

Contract—1-36U-5439(013)

Note—76p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Disadvantaged Environment, *Disadvantaged Youth, Early Childhood Education, Family Literacy, Intervention, *Kindergarten, Literacy Education, Low Income Groups, Parent Child Relationship, Parenthood Education, Program Effectiveness, Program Evaluation, *School Readiness, *Transitional Programs, Young Children

Identifiers—*Even Start

The federal Even Start program was implemented to improve the educational opportunities of low-income children and adults by integrating early childhood education, adult education, and parent education into a unified family literacy initiative. Because children's first formal educational experiences may significantly influence the course of their schooling, a study was undertaken to identify promising transition-to-school strategies implemented by Even Start projects. The study had three objectives: (1) to document and describe strategies used by Even Start to smooth children's transitions to kindergarten; (2) to identify the most effective of these strategies; and (3) to provide data and recommendations that can be used to improve the design of transition strategies. To meet these objectives, the literature on transition to kindergarten was reviewed, descriptive data were collected on Even Start projects operating in program year 1993-94, and qualitative data were obtained through site visits to five projects with potentially promising transition strategies. Based on these data, this report describes successful program characteristics and discusses impacts of programs on the parent-child relationship and the literacy environment of the home. The prekindergarten experiences of Even Start children in five projects are also described. The continuity of these children's experience is then discussed by comparing the characteristics of their kindergarten programs with their prekindergarten programs. The report then describes a variety of services for parents and children designed to help smooth the transition to kindergarten and discusses barriers to implementing these strategies. Based on the study's findings, the report makes the following recommendations for Even Start programs: (1) provide intensive parenting education; (2) maintain close contact with all of the prekindergarten programs serving Even Start children; and (3) provide transition services that facilitate interactions among parents, project staff, and preschool and kindergarten teachers. (Contains 29 references, 1 appendix, and 11 tables.) (LPP)

ED 413 101 PS 025 971

Staso, William H.

What Stimulation Your Baby Needs To Become Smart. The First of a Series: Birth to Eight Months. A Program of Ideas Based on Current Research Findings that Can Really Make a Difference in Your Baby's Life.

Report No.—ISBN-0-9644245-0-9

Pub Date—1995-00-00

Note—150p.

Available from—Great Beginnings Press, P.O. Box 2187, Orcutt, CA 93457; phone: 310-598-7675, 805-937-9051 ($19.95, plus $2.25 for surface shipping or $3.50 per book for airmail; California residents add $1.55 sales tax).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Brain, Child Development, Cognitive Development, *Early Experience, Infant Behavior, *Infants, *Intellectual Development, Language Acquisition, Learning Activities, Motor Development, Parent Attitudes, Parent Child Relationship, Parent Education, Parent Materials, Parenting Skills, Perceptual Motor Learning, Resources, *Stimulation, Workbooks

Identifiers—*Brain Development

This resource for parents uses a workbook format to provide specific ideas for parents and other caretakers to use with infants from birth to 8 months of age. Suggested activities are based on an understanding of how the brain develops during infancy and the types of stimulation that promote neural efficiency. The book begins with a discussion of parent beliefs and brain development from birth through 7 months. The remainder of the book is organized according to 4 age levels: birth to 4 weeks, 4 to 12 weeks, 3 to 5 months, and 6 through 7 months. Each section contains general information on development during the period in question, suggests strategies for assessment, and presents activities to facilitate sensory development, meet infants' knowledge needs, and stimulate language acquisition. Space is available for parents to record ideas, plans, and results. Six appendices provide materials that can be used for visual stimulation, ideas for mobiles, and information on recent research and theory. (Contains 26 references.) (Author/KB)

ED 413 102 PS 025 972

Staso, William H.

Brain Under Construction: Experiences That Promote the Intellectual Capabilities of Young Toddlers. Book Two of a Series: 8 to 18 Months.

Report No.—ISBN-0-9644245-1-7

Pub Date—1997-00-00

Note—155p.

Available from—Great Beginnings Press, P.O. Box 2187, Orcutt, CA 93457; phone: 310-598-7675, 805-937-9051 ($19.95, plus $2.25 for surface shipping or $3.50 per book for airmail; California residents add $1.55 sales tax).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Brain, Child Development, Cognitive Development, *Early Experience, Infant Behavior, *Infants, *Intellectual Development, Language Acquisition, Learning Activities, Models, Motor Development, Parent Child Relationship, Parent Education, Parent Materials, Parenting Skills, Perceptual Motor Learning, Resources, *Stimulation, Theories, *Toddlers

Identifiers—*Brain Development

This resource for parents and other caretakers to use with infants from 8 to 18 months provides a synthesis of research on early brain development and objective-oriented instruction as the basis for activities that promote intellectual development. Part 1 of the book provides an overview of early development, discusses general ways of enhancing infants' and toddlers' thinking abilities and memory, and suggests general ideas and specific activities for enhancing sensory input, reception and awareness (including language, perception, emotions, and attention), information processing (thinking), and output (motor or language response) for infants in the 8- to 12-month age frame and those in the 13- to 18-month age frame. Part 2 provides theoretical and research information on brain development, the types of information caregivers should provide to toddlers, the manner in which information should be presented. Part 2 also presents a four-level model of cognitive functioning that provides the basis for activities in Part 1. An appendix discusses academic readiness and the importance of having fun with children. (Contains 33 references.) (Author/KB)

ED 413 103 PS 025 976

Imbens-Bailey, Alison L. Prost, Justin H. Fabricius, William V.

Perception, Desire, and Belief in Me and You: Young Children's Reference to Mental States in Self and Others.

Pub Date—1997-04-00

Note—48p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-

6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Beliefs, Child Development, Child Language, Childhood Attitudes, *Cognitive Development, Developmental Stages, Language Acquisition, Longitudinal Studies, *Perception, *Social Cognition, Theories

Identifiers—*Desire, Introspection, Theory of Mind

Two studies examined children's first references to the mental states of perception, desire, and belief in themselves and others. In Study 1, children interacted with their mothers in a laboratory setting at 14, 20, and 32 months of age (n=52); in Study 2, children were observed in their homes at 3-month intervals from 18 to 42 months (n=32). Results showed three stages of acquisition, with about a year's delay between each stage. In Stage 1, children acquired the forms for expressing others' perceptions and their own desires. In Stage 2, they began referring to their own perceptions, their own beliefs, and others' desires. In Stage 3, they referred to others' beliefs. There was no general bias toward talking about the self with these mental state verbs, nor any evidence of self-bias in subsequent analyses of children's use of action verbs. Children were not simply mimicking others' use of self and other with mental states. Results pose implications in terms of problems presented for theories regarding how children acquire their first understanding of the mind, theory building versus introspection, and simulation. (Contains 26 references.) (Author/KB)

ED 413 104 PS 025 978

Smith, Sheila, Ed.

The Well-Being of Children in Working Poor Families: Report of a Meeting. Working Paper Series.

Foundation for Child Development, New York, NY.

Pub Date—1997-07-00

Note—80p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Welfare, Childhood Needs, *Disadvantaged Youth, Economic Factors, Employed Parents, Family (Sociological Unit), Family Work Relationship, *Low Income Groups, *Poverty, Public Policy, *Well Being

Identifiers—Foundation for Child Development, Welfare Reform, *Working Poor

The number of children in working poor families is expected to increase as a result of welfare reform. This report summarizes the discussion of scholars, policy experts, and leaders of the Foundation for Child Development regarding research and policy on children in families headed by adults working in low-wage jobs. Key findings regarding children in these families include: (1) although some government benefits have lifted some children out of poverty, decreases in wages and benefits have contributed to increases in the number of poor families; (2) there is little information on characteristics of working poor families and their children and no widely accepted definition of this type of poverty; (3) there is little research documenting the well-being of these children; (4) some research has shown negative effects of low-wage, low complexity jobs or non-standard work hours on home environments; (5) most children receive child care in informal settings or in centers with lower quality than those used by very poor or affluent families; (6) there have been increases in Medicaid coverage, declines in employer health care coverage, and increases in the number of uninsured children; (7) research is needed on factors affecting fluctuations in poor families' economic circumstances and the impact of different packages of supports on families; and (8) data sets are available that could be used to provide information on their well-being. (Two appendices contain the meeting agenda, participants, and data on number of children in working poor families. Contains 34 references.) (LPP)

ED 413 105 PS 025 982

Schweinhart, Lawrence J.

Child-Initiated Learning Activities for Young Children Living in Poverty. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-97-23

Pub Date—1997-10-00

Contract—RR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Classroom Environment, Classroom Techniques, Cognitive Development, *Developmental Programs, *Early Childhood Education, Economically Disadvantaged, Educational Quality, Emotional Development, Instructional Effectiveness, *Low Income Groups, Outcomes of Education, Preschool Children, Preschool Education, Social Development, Stress Variables, Teaching Methods, *Young Children

Identifiers—Child Centered Education, *Developmentally Appropriate Programs, Didactic Teaching, Direct Instruction Model, ERIC Digests, High Scope Model, Instructional Models, Planned Variation, Project Follow Through, Project Head Start

This digest discusses the findings of empirical studies on teacher-directed and child-initiated preschool programs. Three long-term preschool curriculum comparison studies—the High/Scope Preschool Curriculum Comparison, the Louisville Head Start Study, and the University of Illinois Study—were started in the 1970s. These studies indicated that academic outcomes for Direct Instruction programs were higher than those for child-initiated programs in the short term, but that child-initiated programs showed favorable adult outcomes. The national evaluation of Planned Variation Head Start (1969-72) included some 6,000 children at 37 sites, and its models included the Direct Instruction model and at least 2 child-initiated-activities models—the High/Scope model and the Enabler model. Findings from these studies indicated that teacher-directed groups had the highest academic achievement scores at the end of the preschool program, but the High/Scope group had the greatest IQ gains. The Follow Through Project (1967-95) was designed to follow through on Head Start by providing similar services from kindergarten through third grade. In this study, Direct Instruction students scored higher on academic achievement and other measures—a result that may be attributed to the grade level involved. Six early childhood curriculum comparison studies have been conducted in the past decade: one study contrasting High/Scope classes with non-High/Scope classes, and five studies contrasting developmentally appropriate practice emphasizing child-initiated activities and developmentally inappropriate practice emphasizing teacher-directed lessons. The relevant evidence from these studies suggests that preschool programs based on child-initiated learning activities contribute to children's short- and long-term academic and social development, while preschool programs based on teacher-directed lessons obtain a short-term advantage in children's academic development by sacrificing a long-term contribution to their social and emotional development. (LPP)

ED 413 106 PS 025 983

Dunn, Loraine Kontos, Susan

Developmentally Appropriate Practice: What Does Research Tell Us? ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-PS-97-22

Pub Date—1997-10-00

Contract—RR93002007

Note—4p.

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Childhood Needs, Classroom Environment, Classroom Techniques, *Cognitive Development, Developmental Programs, *Early Childhood Education, Educational Practices, Educational Quality, *Emotional Development, Instructional Effectiveness, Outcomes of Education, Parent Attitudes, Parent Teacher Cooperation, Preschool Children, Preschool Education, *Social Development, Stress Variables, Teaching Methods

Identifiers—Child Centered Education, *Developmentally Appropriate Programs, Didactic Teaching, ERIC Digests

Those who advocate for developmentally appropriate practice (DAP) do so based on the conviction that these classroom practices enhance children's development and facilitate learning. This ERIC Digest examines recent research on DAP and social-emotional and cognitive development, and describes what we have learned about DAP in early childhood classrooms. The earliest studies on DAP focused on stress and emotional development. Researchers have documented that children exhibit more stress in didactic environments than in child-initiated environments. Research also indicates that classrooms characterized by child initiation appear to facilitate children's creative development and are associated with better language outcomes. Young children in DAP programs also seem more confident in their own cognitive skills. Studies also indicate that a didactic approach is not necessary to promote children's learning of academic skills, and studies following children over time suggest there may be academic benefits to DAP in the long run. Research on DAP in the classroom indicates specific results. First, developmentally appropriate practices are not the norm in early childhood programs. Although teachers endorse this pedagogical method, they often struggle with implementation. Second, parents and teachers may not agree on the value of DAP. Helping parents understand the link between DAP and basic skill acquisition may prevent potential tensions between parents and teachers over instructional methods. Third, developmentally appropriate practices create a positive classroom climate conducive to children's healthy emotional development. Fourth, researchers have only scratched the surface in understanding how developmentally appropriate practices influence children's social development. Taken together, the research favors DAP. In general, child-initiated environments were associated with higher levels of cognitive functioning. While academic environments sometimes may result in higher levels of achievement, this achievement may come at emotional costs to the child. (LPP)

ED 413 107 PS 025 989

Fabian, Hilary

Phototalk: Interviewing Young Children.

Pub Date—1996-09-00

Note—11p.; Paper presented at the European Early Childhood Education Research Conference (6th, Lisbon, Portugal, September 1-4, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students, Foreign Countries, *Interviews, *Photographs, Primary Education, *Research Methodology, Research Problems, Research Skills

Identifiers—*Phototalk, Researcher Subject Relationship

This paper discusses problems and ethical issues in obtaining interview data from young children and presents the "phototalk" method (the use of photographs to facilitate interviews with young children). The method was used in a study of young children's transition to school. Four interviews were conducted with each child, with the first and fourth using photographs. The first interview incorporated 31 photographs of students and teachers involved in a range of activities at school. After talking with the parents while the child played with toys and became accustomed to the researcher's presence, the first interview with the child regarding their initial perceptions of school was conducted. The fourth interview was conducted at the end of their first year in school and concerned their confidence, friendships, perceptions of the home-school partnership, and thoughts about the approaching transition to the next grade. Specific questions were matched to the pictures. Findings indicated that photographs gave a focus to the interviews and kept the children's attention. The placement of photographs in an album seemed to influence the children's response. Children were most effectively interviewed in pairs, although this practice involved difficulty in recording both children's answers unless the interviews were tape recorded. Photographs were also helpful in building relationships with children. A problem with using photographs was the loss in eye contact. (KB)

ED 413 108 PS 025 991

Tinsley, Barbara J. Wang, Shirley J. Kwasman, Alan Green, Delores

Between the Cracks: Access to Physical Health Care in Children of the Working Poor.

Pub Date—1997-04-00

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, *Child Health, Demography, *Health Services, *Low Income Groups, Parent Attitudes, Parents, Poverty

Identifiers—*Access to Health Care, California (South)

This study examined the demographic and psychological characteristics of the parents of a group of children with no access to health care, due to their status as "working poor" and thus denied either public or private health insurance whose children were referred for treatment for an acute health problem by a volunteer health care program for children. Participating were 215 children, ranging from 4 to 17 years, referred by Project KIND (Kids in Need of Doctors), located in a large southern California county, to receive health care. Seventy-nine percent were Latino, 15 percent were of European American origin, and 6 percent were of African American or Asian American origin, or were unspecified. Twenty percent of children were from single parent (mother only) families. Findings indicated that 20 percent of fathers and 75 percent of mothers were unemployed. The types of health problems included 39 percent dental, 14 percent skin, and 13 percent each injuries/accidents and eye problems. The average dollar cost for each service was $400, which was positively related to the length of time the child had the problem. About 70 percent of school nurses and parents reported that the health problem was moderately to highly interfering with school functioning. Nurses reported that 37 percent of children would likely miss more than a week of school, and that 40 percent of children would have their lifetime productivity compromised if the health problem were left untreated. Parents moderately agreed that their children's good health came from being lucky, and more strongly agreed that they could do many things to fight illness in their children. Nurses' perceptions of parents' health locus of control generally were highly correlated with parents' perceptions. (KB)

ED 413 109 PS 025 992

McCormack, Patricia M.

Parents and Teachers: Partners in Whole-Person Formation.

Pub Date—1997-04-00

Note—13p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (94th, Minneapolis, MN, April 1-4, 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Elementary Education, *Elementary School Students, Emotional Development, Family Environment, Identification (Psychology), Intellectual Development, *Parent Child Relationship, Parent Teacher Cooperation, Psychological Needs, *Self Esteem, Social Development, *Teacher Student Relationship

Identifiers—Erikson (Erik), Identity (Psychological), Identity Formation, Lickona (Thomas), Spiritual Development

Education may promote the development of students' whole-person identity formation—the spiritual, psychological, social, emotional, and intellectual. This paper considers how identify formation and self-esteem are related, how parents form the foundation for identity, and how teachers can contribute to further growth. Erikson's theory of psychological development and Lickona's theory of identity formation are used as the basis for discussion. Part 1 of the paper focuses on practices of home and school that foster the foundational elements of security, autonomy, initiative, and industry. Part 2 identifies how characteristics of the home environment nurture positive identity formation through effective communication, consistency, accountability, and a value-clarifying atmosphere. Part 3 describes mechanisms of school behavior that are related to the foundational issues of self-esteem and achievement, especially through holding high, but realistic, expectations for students. Part 4 deals with how the school environment can support positive identity formation through establishing systems that support success, using appropriate direction of student progress, setting realistic goals based on developmental readiness, teaching children how to manage time, moving toward increasing student independence, equipping children with skills needed to achieve expectations, holding children accountable for responsible school practices, and providing opportunities to apply their learning. (Contains 13 references.) (KB)

ED 413 110 PS 025 994

Weston, Denise Chapman Weston, Mark S.

Playwise: 365 Fun-Filled Activities for Building Character, Conscience, and Emotional Intelligence in Children.

Report No.—ISBN-0-87477-808-5

Pub Date—1996-00-00

Note—282p.

Available from—A Jeremy P. Tarcher/Putnam Book, 200 Madison Avenue, New York, NY 10016; World Wide Web: http://www.putnam.com/putnam (U.S., $15.95; Canada, $21.50).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Child Rearing, Children, Codes of Ethics, Consciousness Raising, Creative Activities, Emotional Development, *Ethical Instruction, Ethics, Individual Development, Integrity, *Learning Activities, *Moral Development, Moral Values, *Personality Development, Personality Traits, *Play, Self Concept, Self Control, Self Esteem, Values

Identifiers—Character Development, *Character Education, *Conscience, Emotional Intelligence

Noting that we are raising our children in a morally ambiguous world and we have to do more than just discipline them and hope for the best, this book is a manual for raising children who are emotionally and intellectually capable and confident, by means of play activities that imbue a sense of right and wrong. Each chapter of the manual begins with a straightforward introduction about what parents need to know in order to understand what is important about the character skill being discussed. Each chapter also contains between 15 and 40 character-building activities. Throughout the book, true stories are interspersed to illustrate important points. Part 1 (chapters 1 through 5) describes the five foundations of character including: (1) knowledge and awareness; (2) stability and balance; (3)unconditional love and acceptance; (4) inspiration and modeling and (5) family and community connections. Part 2 (chapters 6 through 12) describes the following character skills: (6) personal potential; (7) social harmony; (8) self-awareness; (9) happiness; (10) sensibility; (11) resourcefulness; and (12) humanity. The first appendix provides a list by chapter of children's books that enhance the development of the skills addressed in the chapter. The second appendix consists of a problem solving worksheet. The third appendix lists by type more than 450 skills, talents, and abilities in children. The final appendix is a listing of special resources of quality toys, play supplies, videos, books and music that enhance children's problem solving skills. (SD)

ED 413 111 PS 025 995

Ehrensaft, Diane

Spoiling Childhood: How Well-Meaning Parents Are Giving Children Too Much-But Not What They Need.

Report No.—ISBN-1-57230-211-9

Pub Date—1997-00-00

Note—263p.

Available from—Guilford Publications, 72 Spring Street, New York, NY 10012-9941 ($18.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Child Development, *Child Rearing, Discipline, Dual Career Family, Employed Parents, Family Environment, Family Life, Family Relationship, Family Work Relationship, Guilt, Parent Aspiration, Parent Attitudes, Parent Background, *Parent Child Relationship, Parent Responsibility, Parent Role, *Parenting Skills, *Parents, Permissive Environment, Social Change

Identifiers—*Parenthood, Parenting Styles

Parents today are tagged as a generation preoccupied with work and themselves but at the same time overly focused on their children. This book attempts to explain this paradox. It explores the ways in which social, cultural, and psychological changes have come together with a new definition of the child to create a situation in which parenthood carries the risk of spoiling childhood. Some of that risk is of parents' own making; some is socially imposed. The book contains 10 chapters. Chapter 1, "The Perils of Parenting," discusses how the concepts of parenting and childhood are changing. Chapter 2, "Your Majesty, the Baby," discusses parents' overvaluation of their children. Balancing parent's needs against the baby's needs is discussed in chapter 3, "And Baby Makes Three, or Is Baby Me." Chapter 4, "Parenting by Guilt," explores the guilt-driven pendulum swing between parenting too little and parenting too much. The issue of parents' pressuring their children to achieve and ways that parents can facilitate a healthy integration of productivity and creativity for their children are discussed in chapter 5, "My Toddler, the Doctor," and in chapter 6, "Pampering Our Children toward Success." Chapter 7, "Parents Bartering for Love," suggests that parents place demands on their children as well as grant them, and garner respect as well as giving it. Discipline is discussed in chapter 8, "Use the Rod, Lose the Child," including limit setting and enforcement of consequences. Chapter 9, "The Kinderdult," discusses the concept of the child as half miniature adult and half cherub. The final chapter, "Unspoiling Childhood," discusses many of the points raised earlier in the book and concludes that to be good parents we must give generously of ourselves but never give ourselves over to our children. The book contains a Notes section organized by chapter. (LPP)

ED 413 112 PS 025 997

Head Start Success Stories: Accounts of Personal Achievements.

National Head Start Association, Alexandria, VA.

Pub Date—1995-00-00

Note—381p.; For 1990 version, see ED 319 481.

Available from—National Head Start Association, P.O. Box 753, Waldorf, MD 20604-0753; phone: 800-687-5044 (Catalog No. P125; members, $20, plus $4 shipping; nonmembers, $25, plus $6 shipping. Make check, money order, or purchase order payable to NHSA. VISA and MasterCard accepted).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Academic Achievement, Community Benefits, Community Development, Compensatory Education, Disadvantaged, Family Life, *Outcomes of Education, Parent Participation, Preschool Education, *Profiles, *Program Descriptions, *Program Effectiveness, Self Esteem, Student Improvement

Identifiers—Program Characteristics, *Project Head Start, *Testimonials

This publication presents a collection of true stories that demonstrate the ways in which children's, parent's, and staff's lives have been enriched as a result of their involvement with Project Head Start. The stories describe remarkable achievements of individuals, often made in the face of great disadvantages and difficult circumstances, which illustrate, through real-life situations Head Start's benefits to children, families, and communities. The individual's accomplishments and the role Head Start played in his or her life and success are summarized. The first section of the collection consists of 135 Head Start graduate success stories, and lists the role Head Start played in the graduates' successful education. The second section consists of 170 parent success stories, and shows the importance of the support and assistance Head Start parents received. The third section consists of 136 staff success stories, and shows the success of Head Start volunteers and employees. The fourth section consists of 126 testimonials from persons involved in a variety of ways with the Head Start Program. (SD)

ED 413 113 PS 025 998

Voter Participation and Lobbying Guide for Head Start Staff, Parents and Friends.

National Head Start Association, Alexandria, VA.

Pub Date—1996-00-00

Note—89p.

Available from—National Head Start Association, P.O. Box 753, Waldorf, MD 20604-0753; phone: 800-687-5044 (Catalog No. P106; members, $5, non-members, $7 plus $4 shipping. Make check, money order, or purchase order payable to NHSA. VISA and MasterCard orders accepted).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Activism, *Child Advocacy, Child Welfare, Childhood Needs, Compliance (Legal), Elections, Legislation, *Lobbying, Political Campaigns, *Political Issues, Political Power, Politics, Preschool Education, *Voter Registration, *Voting, Voting Rights

Identifiers—*Project Head Start, *Voter Education, Voters, Voting Behavior

This guide explains the regulations that govern Head Start staff's political participation and lobbying activities in an effort to assist staff in becoming politically proactive and strengthen the voice of Head Start. The guide begins with an introductory section which describes the regulations for political involvement with which Head Start programs must comply. This section also describes the permitted political activities Head Start program administrators and staff may engage in as private citizens on their own time. The second section describes Head Start political involvement, those activities which can be done on Head Start's time and what one can and cannot do with program resources. The third section explains the National Voter Registration Act, which makes it easier to register to vote and describes where and how to register to vote, while the fourth section describes voter registration and explains helping communities register to vote. The fifth section is entitled "Get Out the Vote" and provides the ten rules that will ensure a successful voter registration campaign. The final section, "Powerful Letters and More," contains multiple strategies that staff, independent of Head Start, can embrace to become a successful advocate. (SD)

ED 413 114 PS 026 002

Bandele, Asha

Not for Sale: A Teachers' Guide to Commercialism in the Classroom.

Center for Commercial-Free Public Education, Oakland, CA.

Spons Agency—New World Foundation, New York, NY.

Pub Date—1996-00-00

Note—44p.; For Parent's Guide, see PS 026 003.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advertising, Critical Thinking, Educational Philosophy, Educational Policy, Elementary School Students, Intermediate Grades, Public Education, *School Business Relationship, Secondary Education, Secondary School Students, Staff Development, Workshops

Identifiers—*Channel One, *Commercialism, Media Literacy

As funding for public education decreases, corporations are "making up" the shortfall by donating seemingly benign teaching aides to schools. While many business-school relationships are positive, many others are commercializing classrooms, aiming to make students "brand-loyal" through the guise of providing free equipment, more information, and new interactive curricula. Some students and parents view the increasing commercialization of public education masked as educational curricula as a form of exploitation and created an organization called UNPLUG to demonstrate their opposition to the "corporate buy-out" of public education. This guide for teachers describes the commodification of youth culture, discusses the impact of classroom commercialism on public education, provides guidelines for conducting anti-commercialism workshops, and presents a lesson plan for teachers on media literacy and critical viewing. Section 1 introduces the problem. Section 2, "Providing a Background and Context for the Work," uses hip hop as an example of the commodification of youth culture, outlines the defunding of public education, and gives examples of the lack of accountability of businesses that operate in schools and successful campaigns against classroom commercialism. Section 3, "The Impact of Channel One and the Classroom Commercialism on the American Public Education System," provides an overview of problems when curricula are controlled by profit-oriented corporation, including challenging the democratic process, undermining public education, increasing the focus on mass consumption, and creating economic dependency. Section 4, "They Say, We Say: Soundbiting the Arguments," provides concise arguments for and against the use of Channel One in school. Section 5, "Conducting Anti-Commercialism Workshops," provides guidelines for conducting training workshops for various groups, and includes information on target audiences, levels of training and support, workshop agenda formats (including classroom periods), and sample agenda. Section 6, "Media Literacy and Critical Viewing," is a lesson plan for critical viewing of Channel One. (KB)

ED 413 115 PS 026 003

Butler-Wall, Brita

Not for Sale: A Parent Guide to Commercialism in Schools.

Center for Commercial-Free Public Education, Oakland, CA.

Pub Date—1991-00-00

Note—60p.; For Teachers' Guide, see PS 026 002.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advertising, Advocacy, Elementary School Students, Intermediate Grades, Parent Materials, *Parent Participation, Parent School Relationship, Public Education, Public Opinion, *School Business Relationship, School Community Relationship, Secondary Education, Secondary School Students

Identifiers—*Channel One, *Commercialism, Media Literacy

As funding for public education decreases, corporations are "making up" the shortfall by donating seemingly benign teaching aides to schools. While many business-school relationships are positive, many others are commercializing classrooms, aiming to make students "brand-loyal" in the guise of providing free equipment, more information, and new interactive curricula. Some students and parents view the increasing commercialization of public education masked as educational curricula as a form of exploitation and created an organization called UNPLUG to demonstrate their opposition to the "corporate buy-out" of public education. This guide for parents provides information on the increasing presence of businesses in the public school system and shows parents how to inform themselves and others about commercialism in school, educate and activate communities about the issue of commercialism, and organize to create commercial-free schools. Part 1, "Background," discusses the defunding of public education, the source of increasing commercialism in schools, sources of educational funding, how businesses can support schools in a nonexploitative manner, and lists concise arguments for and against commercialism in schools. Part 2, "What You Can Do," gives step-by-step suggestions for activities to help parents work effectively against commercialism in schools, including activities to become informed, activate or educate others, organize parents and other citizens, and become effective advocates. The guide concludes with a list of suggestions to create commercial-free schools. An appendix provides a list of organizational resources and sample documents, such as surveys, resolutions, press releases, and policy frameworks for school boards. (KB)

ED 413 116 PS 026 010

Hayden, Jacqueline

Neo-Conservatism and Child Care Services in Alberta: A Case Study. Occasional Paper No. 9.

Toronto Univ. (Ontario). Centre for Urban and Community Studies.

Report No.—ISBN-1-896051-01-4

Pub Date—1997-00-00

Note—30p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Conservatism, *Day Care, Early Childhood Education, Foreign Countries, *Government Role, Policy Formation, Political Influences, *Public Policy

Identifiers—Alberta, Day Care Regulations, Neoconservatism

The development and delivery of child care services in Canada has never been without controversy. This case study examines the development of the child care system in Alberta, Canada, showing how the role of the government proceeded through four distinct phases, each determining a different outcome for child care stakeholders. Power mechanisms and covert policy making are described as mitigating against strengthening the child care system in Alberta, including failing to develop a bureaucratic infrastructure, creating tensions in the child care community, limiting resources for policy implementation, and delaying action by studying the issues. The study notes that under the tenets of neo-conservatism, the current fifth phase is redefining the child care paradigm and has resulted in the marginalization of child care. The neo-conservative principles of decreased government spending, privatization, and minimized government intervention have resulted in a radically decentralized approach to social service management that has not worked well for the child care system. Explanations that child care was developed and maintained to buttress the welfare system for needy families or to support increased employment for women are cited to rationalize the dismantling of care because it reinforces the breakdown of normal community self-help programs and constrains mothers from taking responsibility for their children. To the extent that the example of Alberta is a prototype of child care developments elsewhere, the analysis of developments and outcomes can assist in forewarning those who are concerned about the maintenance and development of public child care. (Contains 43 references.) (Author/KB)

RC

ED 413 117 RC 021 031

Tierney, William G.

Official Encouragement, Institutional Discouragement: Minorities in Academe—The Native American Experience. Interpretive Perspectives on Education and Policy [Series].

Report No.—ISBN-0-89391-829-6
Pub Date—1992-00-00
Note—192p.
Available from—Ablex Publishing Corp., P.O. Box 5297, Greenwich, CT 06831-0504 (hardback: ISBN-0-89391-829-6, $73.25; paperback: ISBN-0-89391-946-2, $39.50).
Pub Type— Books (010) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Persistence, *American Indian Education, *College Students, Colleges, Critical Theory, Dropout Research, *Educational Research, Higher Education, Minority Groups, School Holding Power, Student Adjustment, *Student College Relationship, Student Empowerment, *Student Experience, Tribally Controlled Education
Identifiers—Critical Ethnography, *Native Americans

American Indian students are among the most underrepresented groups in academe, and few of those who enter college finish. This book attempts to provide greater understanding of Native American experiences in higher education through analysis based on critical theory, focusing particularly on the recruitment and retention of Native Americans by postsecondary institutions. At least two stories are told about the challenges and obstacles that Native Americans face in college. The first story, told by traditional research, considers minority retention in higher education as a "problem" that has existed throughout academe's history. Traditional research, such as that of V. Tinto, focuses on student characteristics, the fit between student and institution, and the extent of student integration into the institution's academic and social life. In contrast, this book uses comparative case studies to provide multiple perspectives and to analyze the patterns of American Indian students' experience within the conceptual framework of critical ethnography. Over 200 interviews of students and staff were conducted at 10 postsecondary institutions (including 4 tribal colleges) with sizable Indian enrollments. The voices of Indian students speak of how the world of higher education appears to them, reflecting influences of family, culture, gender, and class on student experience. The final section analyzes the "culture of power" that exists in academe, discusses rituals of student empowerment, and offers suggestions for constructing alternative forms of authority and a culturally responsive pedagogy that empowers rather than disables. Appendix comments on methodology and praxis. Contains 157 references and author and subject indexes. (SV)

ED 413 118 RC 021 070

Aberg-Bengtsson, Lisbeth

Education in Small Rural Swedish Schools: An Initial Overview of the Field.

Pub Date—1996-09-00
Note—7p.; Paper presented at the Annual European Conference on Educational Research (Seville, Spain, September 25-28, 1996).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, *Educational Quality, Educational Research, Elementary Secondary Education, Foreign Countries, *Institutional Characteristics, *Mixed Age Grouping, Multigraded Classes, Rural Education, *Rural Schools, School Closing, School Size, *Small Schools
Identifiers—Small School Districts, *Sweden

This position paper focuses on issues related to equal education in small, rural schools in Sweden. Specifically, the report analyzes national statistics, reports from the National Agency for Education, and other research regarding the status of education in Sweden. Data indicate that for the 1994-95 school year, two-thirds of the schools in Sweden had less than 200 students, with a large proportion of schools having less than 100 students. In addition, small rural schools often have less than 60 students. The Swedish education system serves approximately 900,000 students. In 1993, class size averaged 22 students, but classes in rural areas had a mean of 18.9 students. Because of small class sizes, education in Sweden's small rural schools has traditionally been organized in mixed-age groups. The closing of 76 small rural schools between 1985 and 1993 was partly due to the assumption that mixed-age grouping did not offer an equal education nor meet the objectives of the national curriculum. However, research indicates that the academic performance of students from rural areas was equal to that of students in more populated, urban areas. Small rural districts tended to have the highest proportion of teachers untrained to teach specialty subjects. However, small schools have solved this problem by collaborating with neighboring schools in offering special subjects. Sparsely populated rural districts tend to have not only fewer pupils but also a relatively high density of teachers and low average class size. As salaries constitute the greatest costs, the continued existence of small, rural schools is questioned from an economic standpoint. However, the integration of preschool with primary schools in 1994 as part of the new national curriculum has helped to save small rural schools. This report stresses the need for establishing a database for examining the effectiveness of small rural schools in Sweden. Contains 20 references. (LP)

ED 413 119 RC 021 143

Belcher, Rebecca Newcom Cole, Jack T. D'Alonzo, Bruno J.

Opinions of Inclusive Education: A Survey of Rural Teachers and Administrators.

Pub Date—1996-00-00
Note—28p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, *Educational Attitudes, Educational Needs, Educational Policy, Elementary Secondary Education, *Inclusive Schools, Instructional Effectiveness, Mainstreaming, *Regular and Special Education Relationship, Rural Education, School Responsibility, *Special Education, *Surveys, *Teacher Attitudes
Identifiers—Attitudes toward Disabled, New Mexico

A survey of 39 special and general education teachers and administrators from 7 New Mexico towns assessed their knowledge and acceptance level of fully inclusive education within the rural, culturally and linguistically diverse state. The results were analyzed by two subpopulations, general and special education teachers, and the total population of educators, administrators and related service personnel. Results indicate that while most professionals were generally supportive of inclusive education, a small percentage (7-15 percent) was consistently unsupportive on all items. Rural areas face special problems in implementing the New Mexico State Department of Education's Policy on Full Inclusion and providing a full spectrum of special education services. The survey results give credence to the view that professionals located in rural New Mexico have several areas of confusion concerning inclusive education. In general, the educators were supportive of the inclusion philosophy but unsupportive of specific actions or practices (such as therapists in the general classroom) that would occur during implementation of inclusion. The survey questionnaire and response rates are included. (Author/TSP)

ED 413 120 RC 021 184

Rochin, Refugio I. Marroquin, Emily

Rural Latino Resources: A National Guide. First Edition.

Michigan State Univ., East Lansing. Julian Samora Research Inst.
Pub Date—1997-06-00
Note—145p.
Pub Type— Information Analyses (070) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Faculty, Elementary Secondary Education, Higher Education, Mexican American Education, *Mexican Americans, Migrant Workers, *Organizations (Groups), Primary Sources, Profiles, *Researchers, Resource Materials, *Rural Population, Social Science Research, Social Scientists, *Specialists
Identifiers—*Latinos

This guide provides background information on rural Latinos and includes brief profiles of 98 social scientists, researchers, and educators that focus their work on the rural Latino population. The first section addresses the need to study the rural Latino population and discusses census data, distinctions between rural and urban Mexican Americans, characteristics of farms owned and operated by Latinos, issues of Latino population growth and concentration in rural areas, and employment and community development issues. This section also includes facts on Latino poverty, Mexican immigration, population distribution, age, educational attainment, and language. The second section includes contact information and descriptions of the past and current work of the 98 specialists, listed alphabetically. Areas of specialty include agriculture and natural resources, the arts, demography, development, national and regional U.S. studies, economics, education, geography, health and medicine, history, labor, Latin America, migration and immigration, outreach, policy and politics, poverty, research methods, science and technology, social sciences, sociology, and rural groups other than Latinos. The third section describes 44 organizations that focus on rural and Latino issues. The fourth section lists relevant publications and other work produced by 68 of the Rural Latino Resource specialists. The last section lists publications about agriculture, farm labor, immigration, migrant education and health services, and rural poverty by authors affiliated with the Julian Samora Research Institute at Michigan State University (Lansing). (LP)

ED 413 121 RC 021 185

Rochin, Refugio I. Santiago, Anne M. Dickey, Karla S.

Migrant and Seasonal Workers in Michigan's Agriculture: A Study of Their Contributions, Characteristics, Needs, and Services. Research Report No. 1.

Michigan State Univ., East Lansing. Julian Samora Research Inst.
Spons Agency—Kellogg Foundation, Battle Creek, MI.
Pub Date—1989-11-00
Note—111p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Agricultural Trends, Delivery Systems, Educational Needs, Elementary Secondary Education, *Human Services, *Mexican Americans, Migrant Education, Migrant Employment, Migrant Health Services, Migrant Housing, Migrant Problems, Migrant Programs, *Migrant Workers, *Needs Assessment, *Seasonal Laborers, State Surveys
Identifiers—*Michigan

This study examines the characteristics and needs of Michigan's migrant and seasonal farmworkers. The study was based on census data, state agency records, and a statewide survey of service providers. Results indicate that neither mechanization nor other structural changes in Michigan's agricultural economy have diminished the industry's dependence on seasonal labor, which contributes significantly to the $15.5 billion generated annually by Michigan agriculture. In addition, the short-term influx of migrant workers has resulted in increased local spending and the creation of employment opportunities for service workers in programs developed for this population. Michigan's migrant farm labor force currently includes between 40,000 and 48,000 workers and their families, most of Mexican origin. The average workers' salary of $4.35 per hour (1987) has required the creation of a reliable system of social supports including child care, job training, legal services, and health care. Fifty-three of the 84 surveyed service providers provide services specifically for migrant and seasonal farmworkers. According to these service providers, the four major problem areas for migrant farmworkers and their families are housing, health, education, and employment. In addition, service providers cited several problems hindering their ability to deliver services, including inaccessibility of services, lack of funding, language and cultural differences, shortages of staff, and insensitivity of providers to farmworkers and their needs. Service providers' recommendations for improving service delivery to migrant and seasonal farmworkers are outlined. Contains 100 references, data tables, figures, and the survey questionnaire. (LP)

ED 413 122 RC 021 199

Miller, Bruce A. Hahn, Karen J.

Finding Their Own Place: Youth in Three Small Rural Communities Take Part in Instructive School-to-Work Experiences.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-18-8

Pub Date—1997-00-00

Contract—RR93002012

Note—120p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).

Pub Type— Books (010) — ERIC Publications (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Exploration, Community Development, *Education Work Relationship, Educational Cooperation, *Educational Practices, Extracurricular Activities, High School Students, *High Schools, *Learning Experience, Relevance (Education), *Rural Education, Rural Schools, *School Community Relationship, Service Learning, Vocational Education

Identifiers—Secretarys Comm on Achieving Necessary Skills

This book documents community-based educational practices that hold promise for rural communities struggling to survive in difficult times. Rural schools can benefit from closer ties to community by providing opportunities for community-based learning through community service and career exploration. On the other hand, community development groups can benefit from collaboration with schools by involving students in gathering data or serving on a local task force. Such involvement helps students find a place in their own communities and presents alternatives to outmigration. This monograph helps school personnel and community members think about new ways of collaborating to integrate community-based learning opportunities with academic subjects. Chapter 1 briefly reviews research on school-to-work issues, focusing on how the unique qualities of rural communities create special challenges for the development and implementation of school-to-work programs. Chapters 2-4 portray three rural schools (in Broadus, Montana; Saco, Montana; and Methow Valley, Washington) that have worked closely with their communities to engage youth in experiences that benefit their communities and prepare youth to be productive members of a democratic society. The portraits include discussion of how lessons learned in these communities can be applied elsewhere. Chapter 5 addresses the use of policy development as a tool to garner support for school-to-work program development and innovative changes. Appendices use SCANS (Secretary's Commission on Achieving Necessary Skills) as a framework for the job skills and competencies addressed in each case study and include sample community development goals, sample evaluation forms, and an annotated bibliography of resources. Contains 39 references and an index. (SV)

ED 413 123 RC 021 207

McAvoy, Leo H., Ed. Stringer, L. Allison, Ed. Bialeschki, M. Deborah, Ed. Young, Anderson B., Ed.

Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996).

Coalition for Education in the Outdoors, Cortland, NY.

Pub Date—1996-00-00

Note—149p.; For selected individual papers, see RC 021 208-217. For the second research symposium proceedings, see ED 383 485.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adventure Education, Camping, Corporate Education, *Educational Research, Elementary Secondary Education, *Ethics, *Experiential Learning, Females, Group Dynamics, Higher Education, Individual Development, *Outdoor Education, Research Needs, Self Concept, Wilderness

Identifiers—Adventure Therapy, *Environmental Attitudes, Outdoor Leadership, Spirituality

This proceedings includes 18 papers and abstracts of papers presented at the third biennial research symposium of the Coalition for Education in the Outdoors. Following an introduction, "Strengthening the Foundations of Outdoor Education" (Anderson B. Young, Leo H. McAvoy), the papers and abstracts are: "Research in Outdoor Education: Our Place on the Porch" (edited transcript) (Alan Ewert); "Outdoor Education and the Schools" (Bert Horwood); "Outdoor Education and Spirituality" (Tom Smith); "Ethical Frameworks, Moral Practices and Outdoor Education" (Karen M. Fox, Mick Lautt); "Providing an Authentic Wilderness Experience? Thinking beyond the Wilderness Act of 1964" (William T. Borrie, Joseph W. Roggenbuck); "Person-Place Engagement among Recreation Visitors" (abstract) (Iris B. Wilson); "Responsible Environmental Behavior: Metaphoric Transference of Minimum-Impact Ideology" (abstract) (J. Porter Hammitt, Wayne A. Freimund); "Group Development and Group Dynamics in Outdoor Education" (Leo H. McAvoy, Denise S. Mitten, L. Allison Stringer, James P. Steckart, Kraig Sproles); "A Research Summary for Corporate Adventure Training (CAT) and Experience-Based Training and Development (EBTD)" (Simon Priest); "A Research Update of Adventure Therapy (1992-1995): Challenge Activities and Ropes Courses, Wilderness Expeditions, and Residential Camping Programs" (H. L. "Lee" Gillis, Donna Thomsen); "Integrating Outdoor Leadership Education into the Academic Setting" (abstract) (Pamela E. Foti); "Interactive Behaviors between Students and Instructors in the Outdoors" (abstract) (Christine Cashel); "'Kind of in the Middle': The Gendered Meanings of the Outdoors for Women Students" (Karla A. Henderson, Sherry Winn, Nina S. Roberts); "The Current Status of Women's Employment in Outdoor Leadership" (T. A. Loeffler); "The Permanency of a Specific Self-Concept" (Alan N. Wright); "Evaluating the Impact of Environmental Interpretation: A Review of Three Research Studies" (Doug Knapp); "Personality Preferences of Outdoor Participants" (Christine Cashel, Diane Montgomery, Suzie Lane); and "Teaching and Evaluating Outdoor Ethics Programs: Setting a Research Agenda" (Bruce E. Matthews). Contains references in each paper. (SV)

ED 413 124 RC 021 208

Fox, Karen M. Lautt, Mick

Ethical Frameworks, Moral Practices and Outdoor Education.

Pub Date—1996-00-00

Note—18p.; In: Coalition for Education in the Outdoors Third Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Principles, *Ethics, Foreign Countries, Group Dynamics, Moral Development, *Outdoor Education, *Values

Identifiers—Chaos Theory, *Conceptual Frameworks, Environmental Ethic

Insights from quantum physics and chaos theory help create new metaphors about ethical frameworks and moral practices in outdoor education. The seemingly straightforward concept of values is analogous to the initial simple nonlinear equation of a fractal. The value claims of outdoor education—trust, cooperation, environmental awareness, self-awareness, freedom, justice, community, respect—are often interwoven within the very structure and outcomes of programs. If there are repeated iterations of the initial equation (values and value claims), the fractal shapes of ethical frameworks emerge. Ethical frameworks are complex sets of value claims, rationales, and rules that guide moral reasoning, decision making, and behavior. Such complexity implies that various forms, ranging from experiential activities and artistic creations to scholarly essays and research, are necessary to explore ethical frameworks and moral practices of outdoor education. Prominent themes related to outdoor ethical frameworks are: (1) outdoor education research focused on individuals and discrete links among attitudes, knowledge, affect, and behavior; (2) prominent scholarship about outdoor ethical frameworks is becoming more prominent; (3) research findings on moral development in psychology and education indicate the development of moral reasoning is complex; (4) moral practices encompass relational characteristics: love, friendship, compassion, caring, passion, and intuition; (5) spiritual journeys, traditions, and insights are an important aspect of relating to others; and (6) an individual or group can be ethical only when there is mutual material interaction and critique. Understanding the relationships and processes applicable to outdoor values and ethical frameworks requires embracing their complexity. Continuing with physics metaphors from field theory, six ways of embracing complexity are proposed. Contains 124 references. (SV)

ED 413 125 RC 021 209

Borrie, William T. Roggenbuck, Joseph W.

Providing an Authentic Wilderness Experience? Thinking beyond the Wilderness Act of 1964.

Pub Date—1996-00-00

Note—12p.; In: Coalition for Education in the Outdoors Third Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207. This research was supported in part by the Aldo Leopold Wilderness Research Institute.

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consciousness Raising, *Experience, Outdoor Education, Philosophy, Recreationists, *Wilderness

Identifiers—*Environmental Attitudes, *Experience Sampling Method, Nature, Outdoor Recreation

Wilderness programs should seek to capture the qualities of a wilderness experience that separate it from other outdoor activities. In so doing, wilderness programs should move beyond the goals of the Wilderness Act of 1964 to provide "outstanding opportunities for solitude or a primitive and unconfined type of recreation." Drawing upon the writings of such wilderness philosophers as Thoreau, Muir, Leopold, and Olson, the following six aspects of the wilderness experience are examined: humility and a sense of humans' true place in the natural world; oneness with nature; primitiveness and a sense of the past; timelessness and the natural rhythms of life; solitude and privacy; and care for the land, which leads to conservation priorities. The Experience Sampling Method was used to study the extent to which these six aspects were part of the subjective experience of 62 canoeists in the Okefenokee National Wildlife Refuge. Subjects carried beepers that gave random signals twice daily, at which times respondents completed questionnaires about their thoughts, feelings, and experiences of the moment. The results were used to develop six composite scales that were reliable measures of the six aspects of the wilderness experience. However, the validity of these measures, as well as of the six dimensions themselves, requires further testing. Contains 32 references. (SV)

ED 413 126 RC 021 210

McAvoy, Leo H. Mitten, Denise S. Stringer, L. Allison Steckart, James P. Sproles, Kraig

Group Development and Group Dynamics in Outdoor Education.

Pub Date—1996-00-00

Note—14p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Wood, Indiana, January 12-14, 1996); see RC 021 207.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, Corporate Education, *Educational Research, *Experiential Learning, Group Behavior, *Group Dynamics, Group Structure, Group Unity, Individual Development, Literature Reviews, Management Development, *Outdoor Education, *Research Needs, Team Training

Identifiers—*Outdoor Leadership

This paper reviews the research literature published between 1992 and 1995 on group development and group dynamics in outdoor education and closely allied disciplines. The research is categorized in six general dimensions: (1) how the personal characteristics, skills, and experience that individuals bring to the group influences group dynamics and development; (2) how groups develop and are influenced by process and structure (covering developmental stages, team building, and group cohesion); (3) the relationship between functions and tasks in groups, and whether groups operate differently according to functions and tasks; (4) how leaders and leadership influence group dynamics and development; (5) how group environment—the forces and constraints arising outside the group—influence group dynamics and development; and (6) the impact of the group on individual members. The entire area of group development and dynamics in outdoor education requires further research. Nine specific directions for future research are recommended. Contains 51 references. (SV)

ED 413 127 RC 021 211

Priest, Simon

A Research Summary for Corporate Adventure Training (CAT) and Experience-Based Training and Development (EBTD).

Pub Date—1996-00-00

Note—16p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, *Corporate Education, *Educational Research, *Experiential Learning, Foreign Countries, Group Dynamics, Individual Development, Literature Reviews, Management Development, Outcomes of Education, Program Effectiveness, Program Evaluation, Research Problems, Team Training, Transfer of Training

Experience-based training and development (EBTD), also known as Outdoor Management Development (OMD) in Great Britain and corporate adventure training (CAT) in Canada and Australia, is a field that uses adventure activities to bring beneficial change to organizations, primarily corporations. Activities used in EBTD and CAT programs include socialization games, group initiatives, ropes courses, outdoor pursuits, and other adventure activities. Potential benefits of EBTD and CAT programs include improved workplace competencies of individual employees; interpersonal improvements affecting work units; and systemwide improvements to corporate values, climate, and mission. However, EBTD and CAT have done a poor job of servicing patrons, have failed to match providers' programs to customers' needs, and now face a credibility crisis. In addition, research evidence of program effectiveness is limited. This paper summarizes research from the 1980s and 1990s on the benefits of EBTD and CAT. The studies evaluated the effects of various types of adventure activities on team building, group problem solving, self-concept, employee morale and attitudes, work behaviors, managers' risk-taking propensity, communication skills, conflict resolution, transfer of training to the work environment, long-term retention of team training, and organizational climate. Eight research problems and concerns related to studying CAT or EBTD programs are discussed, and guidelines are offered for conducting ethical research. Contains 53 references. (SV)

ED 413 128 RC 021 212

Gillis, H. L. Lee Thomsen, Donna

A Research Update of Adventure Therapy (1992-1995): Challenge Activities and Ropes Courses, Wilderness Expeditions, and Residential Camping Programs.

Pub Date—1996-00-00

Note—15p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207. For previous related research review, see ED 352 227.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Behavioral Science Research, Credibility, Interprofessional Relationship, Outcomes of Treatment, Program Effectiveness, *Psychotherapy, Research Needs, *Resident Camp Programs, *Wilderness

Identifiers—*Adventure Therapy

In 1992, a review of research in adventure therapy offered a perspective that utilized work in psychotherapy as a lens to view the current state of the field. From that review, recommendations were made to gain respect within the field of traditional mental health. This update examines the 1992 recommendations and updates them based on recent (1992-95) adventure therapy research. Most of this research was carried out with high-risk or delinquent adolescents or psychiatric patients engaged in adventure-based group therapy, wilderness expeditions, or long-term residential camping programs. Several conclusions are reached. First, the field of adventure therapy must create a "collective document" that addresses its accomplishments and effectiveness. Second, the "clinically significant events" of adventure therapy must be examined through a massive survey of consumers of its services in order to achieve credibility with mental health professionals and those who provide financial support. Finally, the time is ripe with possibilities for researchers, and several research needs and opportunities are explored. Contains 31 references. (Author/SV)

ED 413 129 RC 021 213

Henderson, Karla A. Winn, Sherry Roberts, Nina S.

"Kind of in the Middle": The Gendered Meanings of the Outdoors for Women Students.

Pub Date—1996-00-00

Note—14p.; In: Coalition for Education in the Outdoors Third Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Early Experience, Family Influence, Fear, *Females, Higher Education, *Participation, Sex Role, Sex Stereotypes, Young Adults

Identifiers—Barriers to Participation, *Environmental Attitudes, *Outdoor Recreation

Although a growing literature base about women's involvement in the outdoors has emerged in the past 10 years, little attention has been given to gender analyses related to the social meanings of being female in a changing society. Five focus group interviews with a total of 36 women focused on past, present, and future involvement in the outdoors and whether the outdoors was perceived as a gendered environment. The women were university students attending leisure studies classes and ranging in age from 19 to 25. The sample consisted of 5 African-Americans, 2 Asian-Americans, and 29 women of white heritage. The women described a range of gendered behaviors related to the outdoors and discussed common constraints to participation such as fear and the need for partners. With gender as an organizing framework, interpretation of the data exemplify how most women made choices contingent on contexts and relationships, not just their biological female status. However, the impact of changing women's roles, past socialization, and stereotypical gender expectations made the determination of how choices were made difficult. Findings included: (1) women's appreciation of the outdoors was related to exposure to outdoor opportunities as a child, either through family, school, or summer camp experiences; (2) a progression of appreciation, interests, skills, and opportunities in the outdoors was necessary for female involvement but was sometimes impeded by gendered constraints; and (3) most women were optimistic and wanted to believe that the outdoors is a gender-neutral environment, but their experiences sometimes contradicted such idealized attitudes. Contains 25 references. (SV)

ED 413 130 RC 021 214

Loeffler, T. A.

The Current Status of Women's Employment in Outdoor Leadership.

Pub Date—1996-00-00

Note—10p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Adventure Education, *Employed Women, *Employment Level, Employment Practices, Foreign Countries, Organizational Climate, Outdoor Education, Salary Wage Differentials, Sex Discrimination

Identifiers—*Outdoor Leadership

A common assumption in the outdoor field has been that women's development as outdoor leaders has not kept pace with their participation in outdoor adventure activities. A survey about women's employment was mailed to 103 outdoor education programs with an adventure component; 62 responded. The programs served 160,585 participants in 1994, of which 41 percent were female. The programs employed 3,401 staff, of which 45 percent were female. However, women made up only 38 percent of executive staff and 38 percent of governing board members. However, organizations that specifically recruited women did not have higher percentages of women employees. Organizations with an affirmative action hiring policy tended to have higher percentages of women employees overall, but not in the executive category. Among administrators responding to the survey, women had significantly lower salaries than men, and this salary gap was not related to educational level or experience. Female administrators were much more likely than males to have felt discriminated against in the field of outdoor leadership based on their gender. Contains 23 references. (SV)

ED 413 131 RC 021 215

Wright, Alan N.

The Permanency of a Specific Self-Concept.

Pub Date—1996-00-00

Note—13p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14,

1996); see RC 021 207.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Adventure Education, Followup Studies, *Memory, *Self Concept, Young Adults
Identifiers—Adjective Check List (Gough and Heilbrun), *Long Term Effects, Mountaineering

Recent research on self-concept has focused on understanding the self in its specific dimensions or in relation to specific roles or situations. Studies on specific self-concept suggest that specific selves may show more stability than global self-concept. This study explored the situationally specific self-concept of participants in a mountaineering experience and then assessed whether recall of that self-concept was stable in a long-term followup. In 1978, 57 adolescents in a 9-week adventure camp program completed the Adjective Check List twice: as a measure of global self-concept on the program's second day and as a measure of specific self-concept as a mountaineer 1 month later after climbing Mt. Rainier. In 1991, 31 original participants, now aged 28-30, again completed global and specific self-concept measures, 30 days apart. Analysis of the standardized scales demonstrates a difference between the global and specific selves, with the specific self seeming to reflect a more selective focused self. The specific view of self collected from an adventure experience of mountain climbing remained as a primarily stable, permanent self-image, even after 13 years had passed. The positive view of self immediately after the experience was characterized as being a goal-directed, self-confident achiever who also felt inner anxiety, excitement, and cooperative attitude toward group members. Years later, the self-image maintained the core view of a goal-directed achiever but viewed some specific facets of self-image less intensely and a few with embellishments. Contains 28 references. (SV)

ED 413 132 RC 021 216
Knapp, Doug
Evaluating the Impact of Environmental Interpretation: A Review of Three Research Studies.
Pub Date—1996-00-00
Note—11p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, Behavior Change, Elementary Education, Elementary School Students, *Environmental Education, *Knowledge Level, Models, Outcomes of Education, Program Evaluation, *Student Attitudes, Teacher Education
Identifiers—*Environmental Attitudes, Environmental Awareness, Indiana University, *Interpretation (Environmental)

Three research studies examined the impact of environmental interpretation programs on the environmental knowledge, attitudes, and behaviors of student participants. Conducted by Indiana University's Department of Recreation and Park Administration, the studies evaluated variables related to entry level (awareness), ownership, and empowerment goals in a behavior change model of environmental interpretation. In the first study, approximately 600 students in grades 3-4 participated in the Hilltop Interpretation Project during half-day field trips to the Hilltop Garden and Nature Center (Bloomington, Indiana). In the second study, approximately 1,600 urban students in grades 4-5 participated in two interpretive field trips to Indiana Dunes National Seashore, one focused on ecology awareness and the other on awareness of environmental issues. In the third study, a partnership of educational institutions in south-central Indiana sponsored a year-long five-phase environmental education program for middle school teachers and students intended to promote involvement in the management of the heavily utilized Charles Deam Wilderness. Results of pre- and posttests indicate that entry-level variables had more short-term impact on students than ownership and empowerment variables. All interpretive experiences based on ecological information increased student knowledge, but only the ecological field trip at Indiana Dunes affected student attitudes and behavioral intentions. Interpretive experiences with ownership and empowerment variables had no effect on student attitudes and behavior. (SV)

ED 413 133 RC 021 217
Cashel, Christine Montgomery; Diane Lane, Suzie
Personality Preferences of Outdoor Participants.
Pub Date—1996-00-00
Note—9p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996); see RC 021 207.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Outdoor Education, *Participant Characteristics, *Personality Traits, Wilderness
Identifiers—Myers Briggs Type Indicator, Outdoor Leadership

A study investigated the personality type preferences of people who voluntarily chose to participate in a structured, field-based, outdoor education program. The Myers-Briggs Type Indicator (MBTI) was administered to 87 participants prior to beginning a 10-day Wilderness Education Association outdoor leadership trip. Participants were 18-46 years old, had completed at least 1 year of college, and had a wide range of outdoor experience. The MBTI generates 16 possible personality types based on four bipolar dimensions: extroversion-introversion (preference for interpersonal interaction versus solitude and reflection); sensing-intuiting (as preferred means of taking in information); thinking-feeling (as the preferred basis for decision making); and judgment-perception (preference for closure and structure versus flexibility and spontaneity). Compared to the general population, the outdoor participants contained significantly higher proportions of introverted types and intuitive types but did not differ significantly on the other two dimensions. Implications of various personality types are discussed with regard to the appeal of outdoor experiences, the facilitation of group cooperation, and the effectiveness of outdoor teachers or leaders. Contains 26 references. (SV)

ED 413 134 RC 021 218
Leadership Development. IDRA Focus.
Intercultural Development Research Association, San Antonio, TX.
Report No.—ISSN-1069-5672
Pub Date—1997-10-00
Note—18p.; Photographs may not reproduce clearly.
Journal Cit—IDRA Newsletter; v24 n9 Oct 1997
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Influence, Dropout Prevention, Educational Facilities Planning, Elementary Secondary Education, *High Risk Students, *Leadership, *Leadership Qualities, Leadership Training, Mexican Americans, Peer Teaching, School Community Relationship, *Student Attrition, Tutoring
Identifiers—*Coca Cola Valued Youth Program, Hispanic American Students, *Texas

This newsletter includes three articles on the theme of leadership development, particularly in relation to high-risk students or Mexican American communities. "Coca-Cola Valued Youth Program: 'Because All Children Are Valuable'" (Linda Cantu) shares some success stories from the program, which recruits high-risk students to be tutors of younger children. The program has consistently kept 98 percent of its Valued Youth in school and helped them to improve personal responsibility, academic achievement, and leadership potential. "Everything I Need To Know about Leadership Development I Learned in San Felipe" (Blandina Cardenas) describes how in 1929, a Mexican American neighborhood in Del Rio (Texas) took control of its schools by forming the San Felipe Independent School District. As a result of this community control, San Felipe was the most successful Mexican American school district in the country for decades and instilled trust and confidence, important leadership qualities, in many graduates. "Perspectives on 'Leadership'" (Josie Danini Supik) reflects on various leadership qualities: character, passion, boldness, integrity, the realization that life is full of uncertainties, and the ability to let others lead. Two articles unrelated to the theme are "Texas Dropout Alert: Where Are the 147,000 Students Lost from the Freshman Class of 1993-94?" (Roy Johnson), which provides attrition rates for each Texas county by race/ethnicity, and "Facilities Renovation and Construction Opportunities and Challenges" (Albert Cortez), which discusses planning of new educational facilities with regard to equity and equal access. Also included is an outline of technical assistance on technology use available from IDRA. (SV)

ED 413 135 RC 021 219
Trends in Indian Health, 1996.
Indian Health Service (PHS/HSA), Rockville, MD.
Pub Date—1996-00-00
Note—168p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Accidents, *Age Groups, Alaska Natives, Birth Rate, *Demography, Disease Incidence, Educational Attainment, Graphs, Health Education, *Health Services, Homicide, Income, Infant Mortality, *Mortality Rate, Public Health, *Reservation American Indians, Suicide, Tables (Data)
Identifiers—*Cause of Death, *Indian Health Service

The Indian Health Service (IHS), an agency within the U.S. Department of Health and Human Services, is responsible for providing health services to American Indians and Alaska Natives living on or near federal reservations (about 60 percent of the Native population). This publication is composed primarily of data tables and graphs that describe the IHS, the health status and demography of American Indians and Alaska Natives, and health and medical services provided. Current and trend information are presented, as well as comparisons with other population groups. Opening sections provide an overview of the IHS, summarize the statistical data, describe data sources and limitations, and include a glossary and additional information sources. The tables and charts are grouped into six major categories: (1) IHS program structure and budget; (2) American Indian demography (population by age and sex, educational attainment, employment status, income, socioeconomic profiles); (3) natality (birth rates and weights, birth by age of mother, infant mortality, maternal deaths, leading causes of neonatal and postneonatal deaths); (4) mortality (mortality rates and causes of death by age group, deaths by age and sex, injury and poisoning, accident deaths, suicide, homicide, alcoholism deaths, disease-related deaths, life expectancy); (5) patient care (hospitalization and major causes by age group, ambulatory medical visits by age group, dental services); and (6) community health (drug-related deaths by age and sex, motor vehicle deaths, nutrition and dietetics, nursing, homes with sanitation facilities deficiencies, health education provided by location and task function). Includes an index and a glossary of ICD-9 codes. (SV)

ED 413 136 RC 021 220
Shaughnessy, Lana, Ed. Morris, Joann Sebastian, Ed.
A Kaleidoscope for Learning. Outstanding School Reform Programs.
Bureau of Indian Affairs (Dept. of Interior), Washington, DC. Office of Indian Education Programs.
Pub Date—1996-00-00
Note—63p.; Color photographs, and text printed

on blue paper, may not reproduce well.

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adventure Education, *American Indian Education, Cultural Maintenance, Education Work Relationship, *Educational Change, Educational Improvement, Elementary Secondary Education, Enrichment Activities, Parent Participation, Prevention, Profiles, Program Descriptions, *School Activities, Substance Abuse, Technological Literacy, *Tribally Controlled Education

Identifiers—Alternative Assessment, *Bureau of Indian Affairs Schools, Four Day School Week

This publication features profiles of 25 outstanding school reform programs at Bureau of Indian Affairs schools. These innovative schools have captured various aspects of school reform that encompass more challenging, real world curricula; school-to-work transitions; new ways of assessing student achievement; higher order thinking and problem-solving skills; staff development to support challenging standards; restructured time to extend and improve learning; partnerships with other community organizations and services; parental and community involvement; and violence, alcohol, and drug prevention for students, staff, and community. Each profile includes contact information. The schools are Alamo Navajo Community School (Magdalena, New Mexico); Aneth Community School (Montezuma Creek, Utah); Bug-O-Nay-Ge-Shig School (Cass Lake, Minnesota); the Challenge Grant schools (12 sites nationwide); Cherokee Central High School (North Carolina); Chief Leschi Schools (Puyallup, Washington); Choctaw Tribal School (Philadelphia, Mississippi); Dzilth-Na-O-Dith-Hle Community School (Bloomfield, New Mexico); the FACE (Family and Child Education) schools (22 sites nationwide); Kaibeto Boarding School (Arizona); Menominee Tribal School (Neopit, Wisconsin); Pyramid Lake High School (Nixon, Nevada); ROPES: The Eastern Navajo Mountain High Program (serving 18 schools); San Felipe Pueblo Elementary School (New Mexico); Santa Rosa Boarding School (Sells, Arizona); Sherman Indian High School (Riverside, California) Sho'Ban School District #512 (Fort Hall, Indiana); Southwestern Indian Polytechnic Institute (Albuquerque, New Mexico); St. Stephens Indian School (Wyoming); Tohaali Community School (Newcomb, New Mexico); Two Eagle River School (Pablo, Montana); Wingate Elementary School and Wingate High School (Fort Wingate, New Mexico); Winslow Dormitory (Arizona); and Yakama Tribal School (Toppenish, Washington). Includes the 10 goals of "Indian America: Goals 2000," photographs, and a map of 48 outstanding programs for 1996. (SV)

ED 413 137 RC 021 222

Hopkins, David Putnam, Roger

Personal Growth through Adventure.

Report No.—ISBN-1-85346-158-X

Pub Date—1993-00-00

Note—251p.

Available from—Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007-1598; phone: 1-800-821-8312 ($32.50).

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Adolescent Development, *Adventure Education, At Risk Persons, British National Curriculum, Case Studies, Disabilities, Educational Practices, *Educational Principles, Elementary Secondary Education, *Experiential Learning, Foreign Countries, Foundations of Education, *Individual Development, Outdoor Education, Program Descriptions, Teacher Education, Theory Practice Relationship

Identifiers—*Great Britain

This book aims to provide a succinct and clear overview of the principles and practices associated with adventure education in order to help practitioners do their work more effectively. Implicit in the book is a belief that adventure education has a positive impact on an individual's self-confidence, understanding of the world, and actual behavior. Although the validity of this assumption is now well documented, it is less clear how such impact is produced, what its relevance is for particular training and individual needs, and what the implications are for society. Program effectiveness depends upon a clear specification of the adventure education process and the relating of this process to specific individual needs. Part 1, "Development," introduces the main themes of adventure education and traces the evolution of the field from early philosophical antecedents and the beginnings of Outward Bound through an era of remarkable expansion during 1950-80. Part 2, "Principles," discusses the basic psychological and sociological ideas underlying adventure education and experiential learning, the principles involved in program design, and models and guidelines for applying theory to practice. Part 3, "Practice," uses "mini case studies" to examine the specific application of adventure education techniques in various settings. The case studies include programs in British elementary and secondary schools and communities; Outward Bound wilderness expeditions; and programs tailored to teachers, corporate managers, persons with disabilities, at-risk urban youth, and adult women. Part 4, "Themes," addresses current issues and trends in adventure education and key issues for the coming century. Contains 121 references and name and subject indexes. (SV)

ED 413 138 RC 021 224

Peshkin, Alan

Places of Memory: Whiteman's Schools and Native American Communities. Sociocultural, Political, and Historical Studies in Education.

Spons Agency—Spencer Foundation, Chicago, IL.

Report No.—ISBN-0-8058-2469-3

Pub Date—1997-00-00

Note—163p.

Available from—Lawrence Erlbaum Associates, Inc., 10 Industrial Ave., Mahwah, NJ 07430 (cloth: ISBN-0-8058-2468-5, $39.95; paper: ISBN-0-8058-2469-3, $22.50).

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Achievement, American Indian Culture, *American Indian Education, Cultural Differences, Cultural Influences, Cultural Maintenance, High School Students, *High Schools, *Pueblo (People), *School Community Relationship, School Culture, *Traditionalism, *Tribally Controlled Education, Underachievement

Identifiers—Community Viability, Cultural Change, *Cultural Values, Native Americans

"Indian High School" is a nonpublic off-reservation boarding school in New Mexico serving over 400 American Indian students. The large majority of the students come from the 19 Pueblo tribes, whose governors appoint school board members with authority to hire all personnel. The Bureau of Indian Affairs provides funding but acknowledges Pueblo rights to local control. Based on 3 years of qualitative research at Indian High School, this book focuses on the lives of Pueblo adolescents in school and seeks to explain why they achieve only limited academic success, despite the school's relatively abundant resources, its congenial atmosphere for Indian students, the good intentions of school personnel, and the aspirations of parents and students. A central theme in this exploration is the dual-world character of students' lives. At home, Pueblo students learn to place their tribal communities at the center of their loyalty, affect, responsibility, and support. But they attend a school whose origins and rationale are in non-Indian society. It is a school designed for becoming effective in mainstream America, an effectiveness that Pueblo students and their parents accept as requisite for their economic well-being. However, this process of becoming economically effective is problematic and ambiguous for Pueblo students as it often clashes with traditional cultural ideals that are at the heart of Pueblo communities' struggle for cultural survival. Contains 193 references and subject and author indexes. (SV)

ED 413 139 RC 021 229

Valencia, Richard R.

The Evolution of Deficit Thinking: Educational Thought and Practice. The Stanford Series on Education and Public Policy.

Report No.—ISBN-0-7507-0664-3

Pub Date—1997-00-00

Note—287p.; Published by The Falmer Press, London.

Available from—Falmer Press, Taylor & Francis Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 (hardcover: ISBN-0-7507-0664-3; paper: ISBN-0-7507-0665-1, $27.95).

Pub Type— Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—American Indians, Blacks, Democratic Values, Educational Discrimination, *Educational Policy, *Educational Theories, Elementary Secondary Education, Equal Education, Ethnic Discrimination, *High Risk Students, Intellectual History, Mexican Americans, *Minority Groups, Puerto Ricans, Racial Discrimination

Identifiers—Conceptual Frameworks, Cultural Deficit Theory, *Deficit Theory

This book includes eight chapters that explore the history and current status of educational "deficit thinking" and its effects on educational policies and practices. Educational deficit thinking is a form of blaming the victim that views the alleged deficiencies of poor and minority group students and their families as predominantly responsible for these students' school problems and academic failure, while frequently holding structural inequality blameless. Deficit thinking is entrenched in the popular "at-risk" construct and underlies both conservative and liberal approaches to educational reform. Chapters in this book examine early racist roots of deficit thinking; discuss the consecutive development of theories that blamed the lower intellectual performance of minority groups on genetic deficits, cultural deficits, and accumulated environmental deficits; and propose a model of democratic education as an alternative to deficit-theory policies and practices. Examples explore the specific application of deficit thinking to the education of African Americans, Mexican Americans, Puerto Ricans, and American Indians. The chapters are: (1) "Conceptualizing the Notion of Deficit Thinking" (Richard R. Valencia); (2) "Early Racist Discourses: The Roots of Deficit Thinking" (Martha Menchaca); (3) "Genetic Pathology Model of Deficit Thinking" (Richard R. Valencia); (4) "Deficit Thinking Models Based on Culture: The Anthropological Protest" (Douglas E. Foley); (5) "Cultural and Accumulated Environmental Deficit Models" (Arthur Pearl); (6) "Contemporary Deficit Thinking" (Richard R. Valencia, Daniel G. Solorzano); (7) "Democratic Education As an Alternative to Deficit Thinking" (Arthur Pearl); and (8) "Epilogue: The Future of Deficit Thinking in Educational Thought and Practice" (Richard R. Valencia, Arthur Pearl). Contains references in each chapter, author profiles, and author and subject indexes. (SV)

ED 413 140 RC 021 239

The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, Arizona, September 24-27, 1997).

National Rural Education Association, Fort Collins, CO.

Pub Date—1997-09-00

Note—395p.; For selected individual papers, see RC 021 240-254.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Educational Change, *Educational Strategies, Elementary Secondary Education, Improvement Programs, *Leadership, Principals, *Rural Education, *Rural Schools, School Administration, Small Schools

This proceedings contains 18 papers and presentations from the annual conference of the National Rural Education Association. The contents include: (1) "Strategies for Improving Math and Science Achievement in Rural Appalachia" (Hobart Harmon, Roy Blanton); (2) "Reform in One Community: Factors in Establishing a Firm Foundation" (Bernadette McCormack Musetti, Susan O'Hara, Elizabeth Gibson, Maureen McMahon); (3) "The Rural Learning Network: A Teaching and Learning Collaborative" (J. Richard Pomeroy); (4) "Women in the Rural Principalship" (Marilyn L. Grady, Kaye Peery, Bernita L. Krumm); (5) "Leadership for Increasing the Participation and Success of Students in High School Advanced Courses: Implications for Rural Educational Settings" (Betty Alford); (6) "The Operations of Kentucky Rural School Councils" (Feng S. Din); (7) "Perceived Leadership Practices of Rural Superintendents: Men and Women Who Lead" (Mike Boone); (8) "A Model for Rural School Consolidation: Making Sense of the Inevitable Result of School Reform" (Craig Cummins, Edward W. Chance, Carl Steinhoff); (9) "The Role of Rural Counselors: Their Needs and Challenges to Providing Prevention" (William Lee, Liza Nagel, David Scherer); (10) "Principals' Ability To Implement 'Best Practices' in Early Childhood" (Judy French, Sally Pena); (11) "The TeleLearning and Rural Education Centre: Macro and Micro Dimensions of Small School Research" (Ken Stevens, Dennis Mulcahy); (12) "Success of High-Risk Students after Completion of an Elementary School Intervention Program: A Longitudinal Study" (Marilyn Smith, George C. Hill, Marcia Bandera); (13) "Rural Education Reform: The Consultation Process" (Dennis M. Mulcahy); (14) "'There's Many a Slip between the Cup and the Lip'" (Barbara Kent Lawrence); (15) "One Teacher Primary Schools: England, Scotland and Wales, 1996-97" (Ivan Muse, Steve Hite, Ellen Powley); (16) "Great Expectations: Preparing Rural Youth for Future Community Vitality" (Northwest Regional Educational Laboratory); (17) "Adolescent Stress, Coping, and Academic Persistence in Rural Appalachia: The Unacknowledged Import of Early Adolescent Pregnancy" (Linda Lange, Robert Bickel); and (18) "Making Connections/Building Partnerships: Examples from the University of Maine" (Robert A. Cobb, Walter G. McIntire, Constance M. Perry, Russell J. Quaglia). Most papers contain references. (SV)

ED 413 141 RC 021 240

Harmon, Hobart Blanton, Roy

Strategies for Improving Math and Science Achievement in Rural Appalachia.

Pub Date—1997-09-00

Note—17p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Educational Change, Educational Resources, *Educational Strategies, Educational Technology, Elementary Secondary Education, Higher Education, *Improvement Programs, *Mathematics Education, *Partnerships In Education, Program Implementation, Regional Programs, *Rural Education, Rural Schools, *Science Education, Shared Resources and Services, Technology Education

Identifiers—Appalachia, *Systemic Educational Reform

This paper overviews strategies employed by the Appalachian Rural Systemic Initiative (ARSI) to implement systemic reform in math, science, and technology education in rural Appalachia. ARSI is one of four Rural Systemic Initiative projects funded by the National Science Foundation to target regions characterized by low population density and high levels of poverty. The initiative targeted 66 counties encompassing 89 school districts in Kentucky, North Carolina, Ohio, Tennessee, Virginia, and West Virginia. The ARSI project is based on two fundamental strategies: school and community-based action and technology as a tool for access. Specifically, the initiative involved the creation of six regional resource collaboratives made up of key organizations such as universities and community colleges, business and industry, federal and state agencies, teacher enhancement projects, exemplary schools, and community development organizations. The collaboratives allow educators and communities to access curricular and instructional resources, technical assistance, professional development, and other services through technology. Other strategies involved helping counties locate funds to establish the necessary infrastructure for technology use; providing funds for designated teacher-partners to learn standards-based instructional techniques and for school-based professional development opportunities; assisting designated schools in establishing a community engagement team to develop and implement an action plan for improving student achievement; and providing direction and support to catalyst schools that serve as a springboard for the reform process. This report addresses issues related to project implementation and contains references, suggested readings, and Web sites for rural educators. (LP)

ED 413 142 RC 021 241

Musetti, Bernadette McCormack O'Hara, Susan Gibson, Elizabeth McMahon, Maureen

Reform in One Community: Factors in Establishing a Firm Foundation.

Pub Date—1997-09-00

Note—16p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Community Involvement, Curriculum Development, Educational Change, *Environmental Education, *Grade 5, Higher Education, *Interdisciplinary Approach, Intermediate Grades, Program Evaluation, *Rural Schools, Science Education, Student Attitudes, Teacher Attitudes, *Teacher Collaboration

Identifiers—University of California Davis

This report describes Project CREEK (Community Resources Through Environmental Education for Kids), a collaborative 3-year project between the University of California at Davis, the University of Maryland, and a large, rural K-5 elementary school in central California, and a sister site near Baltimore. Specifically, this report examines changes in five fifth-grade classrooms during the first project year resulting from implementation of a technology-enhanced, integrated curriculum. The research team, which included graduate students and university faculty, documented project planning and implementation by means of audio and videotape of integrated lessons, teacher and whole-team meetings, and student focus groups and interviews. The development and implementation of an integrated curriculum was significant in that the five 5th-grade teachers were able to build upon personal and student interests and knowledge, as well as community resources. For example, teachers worked together to develop extensive units on the local watershed, including field trips and weaving using local creek vegetation. In addition, the project allowed for increased communication between the five teachers and between teachers and researchers through electronic computer lists. Interviews revealed that students overwhelmingly preferred CREEK units to the usual content-area teaching, but did not identify the science-based CREEK activities as science, and therefore reported few changes in their attitudes toward science. An important component of the project was community involvement, without which many activities would not have been possible. As part of the project, 130 fifth-grade students visited the computer lab at the University of California at Davis. During 2-hour sessions, students were introduced to the Internet and were led on guided explorations of Web sites. A technology survey indicated that students demonstrated increased motivation to time spent on task and exhibited positive attitudes toward the use of technology. (LP)

ED 413 143 RC 021 242

Pomeroy, J. Richard

The Rural Learning Network: A Teaching and Learning Collaborative.

Pub Date—1997-09-00

Note—15p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Computer Mediated Communication, *Computer Networks, *Computer Uses In Education, Cooperative Programs, *Educational Resources, Elementary Secondary Education, Geographic Isolation, Higher Education, Pilot Projects, Preservice Teacher Education, Professional Isolation, Rural Education, *Rural Schools

Identifiers—*Teacher Networks, *Technology Utilization, University of California Davis

This report examines the feasibility of a Rural Learning Network (RLN) using technology to connect rural California schools to educational resources at the University of California at Davis (UCD). Teachers from five rural schools agreed to participate in the pilot project for 2 years, during which time they would participate in on-line conversations, share student work, and conduct individual teacher research projects focusing on classroom use of technology. University participants agreed to connect preservice teachers to students through electronic mail; offer staff training; provide support for teachers in issues related to teaching, curriculum, and environmental studies; link preservice and inservice teachers for collaboration on curriculum development; and organize yearly meetings of participants. During the first year of the project, the five rural schools and UCD were connected electronically for electronic mail and schools were equipped with Internet access. In addition, UCD staff provided training at each site on the use of electronic mail and the Internet. During this time, interdisciplinary teams of preservice teachers communicated with teachers at the partner sites and developed lessons that integrated science and language arts. During the second year, analysis of the number of electronic communications indicated that all sites did not participate equally. In two cases, there was very little communication between the schools and UCD other than brief messages at the beginning of the year. Analysis of messages revealed that most sites participated in response to specific questions asked by the listserv manager, and that social messages represented about one third of all messages exchanged. Interviews revealed that student teachers lacked the time or access opportunities for active participation. By the end of the second year, no participants had shared student work on the RLN. However, teachers and technology specialists at three sites were conducting teacher research projects regarding the use of technology in the classroom. This report concludes by offering proposals for increasing the use of RLN and addresses strategies to improve the efficacy of RLN to teachers. (LP)

ED 413 144 RC 021 243

Grady, Marilyn L. Peery, Kaye Krumm, Bernita L.

Women in the Rural Principalship.

Pub Date—1997-09-00

Note—13p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Characteristics, Elementary Secondary Education, Employed Women, Interviews, *Job Satisfaction, Mentors, *Principals, *Rural Education, *Women Administrators

During summer and fall of 1997, 21 women rural principals in Nebraska and New Mexico were interviewed to highlight their positive experiences as principals. During the telephone interviews, which lasted 30-45 minutes, the principals were asked eight open-ended questions concerning: (1) how they got their first principalship; (2) why they were hired, what qualities got them the job; (3) what experiences prepared them for the principalship; (4)

what they liked best about the job as principal; (5) what aspects of the job were most enjoyable; (6) what skills were important to the position as principal; (7) who they turned to with a problem; and (8) what support for their career was provided by family. Interview excerpts illustrating major themes comprise the bulk of this paper. The themes include the importance of leadership and people skills, love of watching children learn and grow, the positive influence of effective mentors, the value of support from superintendents, the fact that women have to work harder and be better at their jobs than men, and the importance of family support. Interview questions are appended. (TD)

ED 413 145 RC 021 244

Alford, Betty

Leadership for Increasing the Participation and Success of Students in High School Advanced Courses: Implications for Rural Educational Settings.

Pub Date—1997-09-00

Note—35p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, *Administrator Role, *Advanced Courses, Change Strategies, Educational Change, *Equal Education, High School Students, *High Schools, Professional Development, Rural Education, Student Participation, Student Placement, *Track System (Education)

Identifiers—Educational Leadership, Texas, *Untracking (Education)

Leadership to reverse rigid tracking practices can make a difference for student success. Through transformational leadership, administrators, teachers, and counselors can serve as catalysts for change from restrictive to inclusive advanced high school classes. Steps are underway by some states and districts to change past grouping practices that have served as restrictive factors for student motivation and success. Interviews were conducted with administrators of six Texas high schools that had been successful in detracking efforts and encouraging greater student participation and success in advanced high school courses. Results indicate that the practices and processes in educational leadership for detracking are vision, clear communication of the policy change, implementation over time, proactive leadership, and celebration of student accomplishments. The primary benefits relative to increasing high school student participation in advanced level courses are that all teachers teach all levels, and more students are preparing for college. Challenges include: helping students recognize their potential; changing educators' past ideas concerning ability grouping; keeping people talking; and helping students with the cost of advanced placement tests. Effective professional development practices in this area are training all faculty in gifted and talented strategies, offering principals professional development opportunities, and making professional development an ongoing process. Contains 64 references. (Author/TD)

ED 413 146 RC 021 245

Din, Feng S.

The Operations of Kentucky Rural School Councils.

Pub Date—1997-09-00

Note—24p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decentralization, Educational Change, Elementary Secondary Education, *Parent Participation, *Participative Decision Making, *Rural Schools, *School Based Management, School Community Relationship, *School Restructuring, School Surveys

Identifiers—Kentucky, Kentucky Education Reform Act 1990, *School Councils

School councils, a school-based decision making (SBDM) form of governance, are mandated for Kentucky public schools by the Kentucky Education Reform Act (KERA). Commonly composed of the principal, three teachers, and two parents, the school council is designed to be a form of democratic or shared school governance. The missions of school councils are prescribed in KERA and include the areas of instruction, administration, and personnel. A random survey of 252 Kentucky rural schools was conducted to investigate what missions their school councils undertook, what benefits these schools had gained from SBDM, and what problems the councils were facing. From the 132 school councils that responded, it was found that approximately 20 percent of the school councils undertook all missions specified by the law, and the majority of councils undertook most missions. Some of the missions were undertaken by various district offices, principals, or school committees. The schools had benefited from their councils making concrete policies, promoting communication, addressing student needs, identifying priority problems, reviewing curriculum, selecting personnel, and using resources efficiently. Main problems included lack of staff and parental involvement, poor understanding of legal requirements, weakness in coordinating committees, short-term vision, time constraints, unequal membership status, lack of focus on instruction-related matters, lack of efficiency, functioning as a rubber stamp, little contribution from parent members, and lots of politics on councils. Contains 22 references and the survey questionnaire. (Author/TD)

ED 413 147 RC 021 246

Boone, Mike

Perceived Leadership Practices of Rural Superintendents: Men and Women Who Lead.

Pub Date—1997-09-00

Note—15p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Behavior, Elementary Secondary Education, *Leadership Styles, *Rural Schools, School Administration, School Districts, School Surveys, *Sex Differences, Small Schools, *Superintendents, *Supervisory Methods, *Women Administrators

Identifiers—*Texas

Conventional wisdom holds that there are gender-based differences in the practices of men and women in leadership positions. Stereotypically, men are seen as using a direct "command and control" style of leadership while women are assumed to be more collegial and collaborative. A review of the literature on differences in male and female leadership styles is followed by a report on a study that explored the issue of gender differences in leadership in rural Texas school districts. The Leadership Practices Inventory was developed to assess administrators' perceptions of their own leadership practices. The instrument was completed by 18 male and 20 female superintendents of small and rural school districts in Texas. Statistically significant differences were found between male and female superintendents in their perceptions of their leadership practices, particularly in the practices of "challenging the process" and "modeling the way." Female superintendents perceived themselves as engaging in both of these leadership behaviors more consistently than male superintendents. No significant differences were found in perceptions of male and female superintendents concerning their leadership practices of inspiring a shared vision, enabling others to act, and encouraging the heart. Contains 17 references. (TD)

ED 413 148 RC 021 247

Cummins, Craig Chance, Edward W. Steinhoff, Carl

A Model for Rural School Consolidation: Making Sense of the Inevitable Result of School Reform.

Pub Date—1997-09-00

Note—30p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Change Strategies, *Community Involvement, Educational Change, *Educational Planning, Elementary Secondary Education, *Mergers, *Personnel Management, Rural Schools, *School District Reorganization, School Districts, Superintendents

Identifiers—*Oklahoma

Passage in 1989 of Oklahoma's education reform bill, H.B. 1017, provided encouragement and financial rewards for use of consolidation as a reform strategy, but this approach is often met with anxiety and hostility from stakeholders. In an effort to identify strategies that facilitate consolidation, semistructured interviews were conducted with the superintendents of 16 rural Oklahoma school districts that had participated in 8 voluntary consolidations. The superintendents discussed strategies used to enhance the consolidation process for teachers, parents and community, students, support staff, administrators, and board members, as well as strategies that proved unproductive. Thirteen successful strategies were identified. Addressing the number one staff issue—job security—all eight consolidated districts guaranteed the positions of administrators and support staff, while five new districts retained their entire teaching staff. Keeping staff informed and providing employee displacement compensation were other staff strategies. Maintaining all school sites greatly enhanced the consolidation process for students and community members; this was accomplished in six consolidations. Other student and community strategies included community meetings, media releases, focus on the student benefits of consolidation, and joint student-body activities. Administrative issues were addressed through preconsolidation administrative appointments, joint board meetings, extensive planning, and state assistance. Contains 25 references and 16 data tables. (SV)

ED 413 149 RC 021 248

French, Judy Pena, Sally

Principals' Ability To Implement "Best Practices" In Early Childhood.

Pub Date—1997-09-00

Note—8p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Educational Change, Educational Strategies, Geographic Isolation, Instructional Leadership, Integrated Curriculum, *Primary Education, *Principals, *Resistance to Change, *Rural Schools, School Districts, School Surveys

Identifiers—*Developmentally Appropriate Programs, Idaho

Young children possess a unique way of knowing and learning that is best accommodated by developmentally appropriate practices that create a holistic, integrated, active learning environment. In the first part of a two-phase study, a survey of all elementary school principals in the largely rural state of Idaho revealed a somewhat tepid, moderate agreement with the use of developmentally appropriate practices in the primary grades, with principals from smaller rural districts showing even less support for certain components of best practice. In the second phase of the study, 55 principals from the smallest, more isolated rural schools were surveyed to investigate problematic components of developmentally appropriate practices. Principals believed that the factors influencing the implementation of a developmental approach to teaching young children were, in descending order, teacher beliefs, parent expectations, teacher dispositions, principal beliefs, teacher satisfaction, supervisor expectations, and school board and on-going training. On-site interviews with 16 principals revealed that virtually all of them desired a developmental approach to teaching in kindergarten, while 50 percent expressed the same desire for grade 2. Problems in implementing developmentally appropriate practices included lack of large blocks of time for in-depth work, community perceptions that some methods do not include enough skill development, and the need to support standardized testing. Two of the 16 schools visited exhibited an especially high level of teaching principles and strategies that matched definitions of developmentally appropriate practices. Contains 20 references. (TD)

ED 413 150 RC 021 249

Stevens, Ken Mulcahy, Dennis

The TeleLearning and Rural Education Centre: Macro and Micro Dimensions of Small School Research.

Pub Date—1997-09-00

Note—28p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Schools, *Distance Education, Educational Policy, *Educational Research, Elementary Secondary Education, Foreign Countries, Institutional Cooperation, Multigraded Classes, Networks, Policy Analysis, Research and Development, *Research and Development Centers, *Rural Schools, School Closing, School Community Relationship, *Small Schools

Identifiers—Memorial University of Newfoundland (Canada), *Newfoundland, Technology Utilization

The TeleLearning and Rural Education Centre was established in January 1997 at Memorial University of Newfoundland, in one of the most sparsely populated and economically depressed areas of Canada. Of 462 schools in Newfoundland and Labrador, 66 percent are rural and over half have enrollments of under 200 students. The Centre was established to address the educational needs of these small rural schools and improve the quality of educational services to rural communities. These goals will be accomplished through various research and development projects. The Centre acknowledges the long-standing relationship between rural and distance education, which has been formalized in the application of telelearning specifically for geographically isolated classrooms. A major research focus of the Centre at both macro and micro levels involves exploration of teaching, learning, management, and policy issues in small schools in rural areas. At the macro level, this focus is being pursued with research partners in New Zealand, Australia, Finland, Scotland, and Iceland. At the micro level, research and development work is being undertaken in several rural school districts in Newfoundland. The progress of the province's rural education reform over the last 5 years has been closely monitored, with particular attention paid to issues surrounding "school viability" and the combative informed resistance of rural citizens to government efforts to close small community schools. The Centre's teaching and learning initiatives include developing pedagogical approaches for multigrade or multiage classrooms, creating new media resources for effective teaching, and exploring effective ways of integrating new technologies into mathematics and science classrooms. Contains 68 references. (Author/SV)

ED 413 151 RC 021 250

Smith, Marilyn Hill, George C. Bandera, Marcia

Success of High-Risk Students after Completion of an Elementary School Intervention Program: A Longitudinal Study.

Pub Date—1997-09-00

Note—9p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Followup Studies, *High Risk Students, *Intervention, Program Evaluation, School Attitudes, Secondary School Students, *Student Attitudes, Student Surveys

Identifiers—Elko County School District NV, *Long Term Effects

This paper reports on long-term effects of a fifth-grade intervention for high-risk students. The intervention, "Just Do It, Jr." (JDR), was a collaborative after-school program between University of Nevada Cooperative Extension and the Elko County School District (Nevada), in which fifth-graders at risk of academic failure participated in a life skills curriculum and served as teachers for younger students. The program addressed personal, school, family, and community issues and focused on individual and family strengths and on building self-esteem. As part of a district needs assessment, all students in grades 8, 10, and 12 completed a 177-item questionnaire that examined personal and educational concerns. Among 8th- and 10th-grade respondents, 107 indicated that they had participated in JDI in grade 5. When compared to other students, the JDI group showed no differences in overall grades, grade repetition, or cutting classes. Differences were found between the groups in how well they liked school, importance of school to parents, and length of time they planned to go to school. The top 10 concerns of the two groups were similar, but the JDI group was significantly more concerned than other students about personal safety in the community, abuse, and pregnancy prevention. Other students were more likely than the JDI group to desire further information on preventing AIDS, postsecondary education, and paying for further education. The data indicate that the fifth-grade intervention had positive long-term effects on school success. (SV)

ED 413 152 RC 021 251

Mulcahy, Dennis M.

Rural Education Reform: The Consultation Process.

Pub Date—1997-09-00

Note—24p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advocacy, *Community Attitudes, Community Schools, Educational Change, Elementary Secondary Education, Foreign Countries, Hearings, *Institutional Survival, *Position Papers, School Closing, *School Community Relationship, *Small Schools, Student Transportation

Identifiers—Home School Proximity, *Newfoundland

On September 10, 1996, the government of Newfoundland and Labrador (Canada) announced that public consultation on education reform would begin on September 16. Just prior to the first hearing, the government circulated a document entitled "Structuring the Education System: A Public Consultation Paper for Educational Change in Newfoundland and Labrador." This paper put forth the government's view that educational reform requires the closure and consolidation of community schools; that small schools are educationally deficient and a drain on the province's resources; that students must be bused to larger schools to take advantage of "better educational opportunities"; and that parents should accept these changes in the best interests of their children. It was clear from the first public meeting that rural communities across the province would not accept the government's reform agenda. Participants at the hearings were generally critical of the government's agenda and articulated the strongly felt view that closing small schools, increasing student busing, and rescinding the long-standing special allocation for small schools could not be characterized as improvements. Many were convinced that the government was primarily interested in saving money or forcing migration to larger "growth centres" by reducing services in rural areas. Public testimony centered on the great value of schools to rural communities, high levels of family and community involvement, intrinsic value of small-scale schooling, use of distance education and information technology to compensate for alleged deficiencies, negative impacts of long bus rides on students and their families, and issues related to schools designated as denominational schools. (SV)

ED 413 153 RC 021 252

Lawrence, Barbara Kent

"There's Many a Slip between the Cup and the Lip.".

Pub Date—1997-09-00

Note—40p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Consolidated Schools, *Educational Environment, Elementary Schools, Elementary Secondary Education, *High School Students, High Schools, Parent Participation, Rural Education, School Community Relationship, School Size, *Social Bias, *Student Adjustment, Student Alienation, *Student Attitudes, Student Participation, Teacher Student Relationship

Identifiers—Home School Proximity, Maine

This paper discusses the difficulties that rural students on a Maine island encounter as they make the transition from a small local elementary school to a large distant high school. The elementary school is characterized by small class sizes, close nurturing teacher-student relationships, and the involvement of parents and families. When students from this school enter the island's consolidated high school, they experience much larger classes, less supportive teachers, impersonal teaching styles, less parental support, lack of guidance from overworked school counselors, and derogatory comments about their origins in an isolated working-class village. The long distances between home and school and the lack of transportation interfere with access to additional academic help, participation in extracurricular activities, and parental involvement. Numerous interview excerpts illustrate student reactions to their high school experiences. Responses to the National Center for Student Aspirations (NCSA) survey indicate that, compared to ninth-graders who had left the small elementary school the previous year, current eighth-grade students in the school showed more commitment to achievement, greater enjoyment of their daily lives, and higher levels of inspiration and ambition. In terms of NCSA criteria, the elementary school does a better job than the high school in providing a setting in which students can develop high aspirations. (SV)

ED 413 154 RC 021 253

Muse, Ivan Hite, Steve Powley, Ellen

One Teacher Primary Schools: England, Scotland and Wales, 1996-97.

Pub Date—1997-09-00

Note—37p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Practices, Elementary Education, *Elementary Schools, Foreign Countries, Geographic Isolation, *Institutional Characteristics, *One Teacher Schools, Rural Schools, School Community Relationship, School Surveys, Tables (Data), *Teacher Attitudes, Teacher Characteristics, Teaching Conditions

Identifiers—*Great Britain, Scotland

During the 1996-97 school year, 63 one-teacher primary schools were identified in Great Britain and 54 of these were surveyed. Three of the schools surveyed were in England, 47 in Scotland, and 4 in Wales. The majority of teachers in these schools were female, married, and 40-49 years old; had over 20 years teaching experience, with 5-15 years in the present school; and held teaching certificates only. Most schools were located in remote areas, many of them on Scottish islands. Most teachers managed all aspects of the school without additional compensation. In addition to regular instruction, teachers performed administrative duties; visited with parents; performed custodial duties; managed lunch preparation; and taught remedial reading, special education, computers, physical education, art, and music. Overwhelmingly, the teachers liked their work and were committed to the small school and its family atmosphere. Most schools served fewer than 10 families. In the past 5 years, 45 percent of schools had increased enrollment, while 11 percent had decreases of more than five students. All schools reported special activities such as field trips, and virtually all reported that students used computers daily in school. Most school buildings were 100-150 years old, and many lacked various facilities. All schools enjoyed high or average community support, and many were used for community activities. Teachers also reported the schools' strengths, weaknesses, and unique qualities. Includes 12 data tables. (SV)

ED 413 155 RC 021 254

Lange, Linda Bickel, Robert

Adolescent Stress, Coping, and Academic Persistence in Rural Appalachia: The Unacknowledged Import of Early Adolescent Pregnancy.

Pub Date—1997-09-00

Note—44p.; In: The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, AZ, September 24-27, 1997); see RC 021 239.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Birth Rate, Community Characteristics, *Community Influence, *Context Effect, *Early Adolescents, *Early Parenthood, Economic Factors, *Economic Opportunities, *Pregnancy, Risk, School Size, Secondary Education, Social Environment, Social Influences, Traditionalism, Wages

Identifiers—Sense of Community, *West Virginia

This paper examines pregnancy in early adolescence, among West Virginia females aged 10-14, as it relates to local economic and social contexts. Although research on adolescent pregnancy is substantial, it is generally limited to the experiences of older adolescents and premised on assumptions of methodological individualism—that the correlates of teen pregnancy can be construed as the characteristics of individual young women, their families, and occasionally their schools. In contrast, this paper suggests that social and economic contextual factors may be of primary importance in determining the incidence of adolescent pregnancy, and that contextual factors that encourage or discourage prudent sexual behaviors (such as perceived future prospects and sense of community) are relevant to younger, as well as older, adolescents. Analysis of data from West Virginia's 55 counties (which are coterminous with school districts) examined relationships of the birth rate among females aged 10-14 to economic opportunity (average job wage and unemployment rate), in-school community (school size), and "traditional" versus modern out-of-school community (a composite variable encompassing rurality, ethnicity, educational attainment, enrollment in college preparatory courses and in college, and extent of service sector jobs). Birth rates to females aged 10-14 were inversely related to job wages and positively related to secondary school size and "modern" community characteristics (those departing from traditional patterns of community organization). Contains 63 references and 4 data tables. (SV)

ED 413 156 RC 021 296

Rochin, Refugio I., Ed.

Immigration and Ethnic Communities: A Focus on Latinos.

Michigan State Univ., East Lansing. Julian Samora Research Inst.

Report No.—ISBN-0-9650557-0-1

Pub Date—1996-03-00

Note—139p.; Based on a conference held at the Julian Samora Research Institute (East Lansing, MI, April 28, 1995). For selected individual papers, see RC 021 297-301.

Pub Type— Books (010) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Demography, Elementary Secondary Education, Employment, Ethnic Bias, Hispanic Americans, *Immigrants, Immigration, *Labor Force, Mexican American Education, *Mexican Americans, Mexicans, Migrant Workers, Politics of Education, *Socioeconomic Status, Undocumented Immigrants

Identifiers—California, *Latinos, *Proposition 187 (California 1994), United States (Midwest)

For over a decade, Latino immigrants, especially those of Mexican origin, have been at the heart of the immigration debate and have borne the brunt of conservative populism. Contributing factors to the public reaction to immigrants in general and Latinos specifically include the sheer size of recent immigration, the increasing prevalence of Latinos in the work force, and the geographic concentration of Latinos in certain areas of the country. Based on a conference held at the Julian Samora Institute (Michigan) in April 1995, this book is organized around two main themes. The first discusses patterns of immigration and describes several immigrant communities in the United States; the second looks in depth at immigration issues, including economic impacts, employment, and provision of education and other services to immigrants. Papers and commentaries are: (1) "Introductory Statement" (Steven J. Gold); (2) "Immigrants from Latin America and the Caribbean: A Socioeconomic Profile" (Ruben G. Rumbaut); (3) "Discrimination and Conflict: Minority Status and the Latino Community in the United States" (Juan L. Gonzales Jr.); (4) "The Demography of Mexicans in the Midwest" (Rogelio Saenz); (5) "Historical Foundations of Latino Immigration and Community Formation in 20th-Century Michigan and the Midwest" (Dennis Nodin Valdes); (6) "Islanders in the States: A Comparative Account" (Sherri Grasmuck, Ramon Grosfoguel); (7) "Emerging Latino Populations in Rural New York" (Enrique E. Figueroa); (8) "Immigration to the United States: Journey to an Uncertain Destination" (Philip Martin); (9) "Borders and Immigration: Recasting Definitions" (Scott Whiteford); (10) "Mexico-to-U.S. Migration and Rural Mexico: A Village Economywide Perspective" (J. Edward Taylor); (11) "Job Competition Reassessed: Regional and Community Impacts from Los Angeles" (Abel Valenzuela Jr.); (12) "The Social Organization of Day-Laborers in Los Angeles" (Daniel Melero Malpica); (13) "Unpacking 187: Targeting Mejicanas" (Pierrette Hondagneu-Sotelo); (14) "Proposition 187 and Its Aftermath: Will the Tidal Wave Continue?" (Adela de la Torre); (15) "All Was Not Lost: The Political Victories of Mexican Immigrants in Guadalupe, California" (Victor Garcia); (16) "Other Important Points" (Enrique Figueroa); (17) "What Is Needed? More Interdisciplinary Work Drawing on the Humanities" (Denise Segura); and (18) "The Different Faces and Dimensions of Immigration: A View from Midwest Reality" (Manuel Chavez). Most papers contain references and author profiles. (SV)

ED 413 157 RC 021 297

Rumbaut, Ruben G.

Immigrants from Latin America and the Caribbean: A Socioeconomic Profile.

Pub Date—1996-03-00

Note—11p.; In: Immigration and Ethnic Communities: A Focus on Latinos; see RC 021 296.

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Demography, Educational Attainment, Employment Level, *Geographic Distribution, Higher Education, *Hispanic Americans, *Immigrants, Income, Latin Americans, *Limited English Speaking, Population Distribution, Poverty, *Socioeconomic Status, Tables (Data)

Identifiers—*Caribbean Americans, Latinos

This paper seeks to make sense of the new diversity in the United States, with a focus on immigrants from Latin America and the Caribbean. Some key facts and figures about contemporary immigrants are presented, looking at their patterns of settlement and comparing their distinctive social and economic characteristics to major U.S. racial-ethnic groups. The discussion is centered on information conveyed in four detailed tables, drawn from 1990 census data. The tables address: (1) states and counties of principal Hispanic settlement for the total Hispanic population and for Mexican Americans, Puerto Ricans, Cuban Americans, and other subgroups; (2) population size, nativity, educational attainment, occupational level, poverty, welfare recipients, income, and percent female-headed households for Hispanic subgroups and non-Hispanic racial-ethnic groups; (3) decade of immigration, U.S. citizenship, and settlement patterns by world region and selected Latin American and Caribbean countries of birth; and (4) English proficiency, percentage of college graduates, percent in labor force, occupational level, poverty, and older adults for immigrant groups by world region and selected Latin American and Caribbean countries of birth. The fact that English language competency increases with time spent in the United States and with each successive generation is discussed in relation to misconceptions about Hispanics' alleged unwillingness to assimilate. (SV)

ED 413 158 RC 021 298

Gonzales, Juan L., Jr.

Discrimination and Conflict: Minority Status and the Latino Community in the United States.

Pub Date—1996-03-00

Note—15p.; In: Immigration and Ethnic Communities: A Focus on Latinos; see RC 021 296.

Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cubans, *Demography, Educational Attainment, Elementary Secondary Education, Family Income, *Geographic Distribution, Higher Education, Hispanic Americans, *Immigrants, *Mexican Americans, Population Distribution, Poverty, Puerto Ricans, *Socioeconomic Status, Tables (Data), Undocumented Immigrants

Identifiers—*Latinos

This paper focuses on sociological and demographic characteristics of Hispanics, particularly Mexican Americans, Puerto Ricans, and Cubans living in the United States. Sections are organized around data tables and figures (based primarily on 1990 census data), with explanatory text, and cover minority populations in the United States, Latino subgroups, Latino geographic distribution by state and selected metropolitan area, Latino subgroups in Los Angeles County and San Francisco County, sources of U.S. immigration, undocumented aliens by state and country of origin, annual income of legal Latino immigrants and percentage on welfare, income and poverty statistics, and education statistics. Education statistics include percentages of various subgroup populations with less than 5 years education, with high school education or more, and with 4 years of college or more; and Latino high school graduates, college graduates, and postgraduate degrees by state. There are very real differences among Latinos and between Latinos and non-Latinos in terms of their socioeconomic conditions and educational achievement. While as a group only half of all Latinos graduate from high school, the variation among states is significant both for high school graduation rates and college graduation rates. Contains 16 references and 20 data tables and figures. (SV)

ED 413 159 RC 021 299

Saenz, Rogelio

The Demography of Mexicans in the Midwest.

Pub Date—1996-03-00

Note—9p.; In: Immigration and Ethnic Communities: A Focus on Latinos; see RC 021 296.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Demography, Educational Attainment, Elementary Secondary Education, Employment Level, Geographic Distribution, *Immigrants, Income, Language Proficiency, *Mexican Americans, *Mexicans, Place of Residence, *Population Distribution, Poverty, *Socioeconomic Status, Unemployment

Identifiers—Place of Birth, *United States (Midwest)

This paper examines the demographic and socioeconomic patterns of 7 Mexican-origin and U.S.-born subgroups living in 13 midwestern states in 1990. Mexican-born immigrants are categorized into five subgroups based on the period of U.S. entry: pre-1965, 1965-74, 1975-81, 1982-86, and 1987-90. U.S.-born Mexican Americans (as well as those born abroad to U.S. citizens) are classified into two subgroups: born in the Midwest and born elsewhere. The final analysis compares Mexican immigrants in the Midwest who came to the United States between 1980 and 1990 with those living in other regions of the country. Data are from the 1990 Public Use Microdata Samples of the U.S. Bureau of the Census. Analyses examine population size, geographic distribution among the 12 states, rural versus urban residence, age and sex structure, percent U.S. citizenship, percent speaking English well or very well, percent high school graduates, unemployment, occupational level, income, and percent of families in poverty. Among the findings are: (1) most Mexican immigrants in the Midwest lived in Illinois (particularly Chicago) or in other metropolitan areas; (2) immigrant groups showed a straight-line increase in assimilation (U.S. citizenship and English language proficiency) with length of time in the United States; (3) educational attainment varied widely, but the least educated groups were immigrants arriving since 1975; and (4) the two earliest Mexican-origin immigrant groups were better off socioeconomically than the other groups, including U.S.-born Mexican Americans. Contains 26 references and 2 large data tables. (SV)

ED 413 160 RC 021 300

Hondagneu-Sotelo, Pierrette

Unpacking 187: Targeting Mejicanas.

Pub Date—1996-03-00

Note—13p.; In: Immigration and Ethnic Communities: A Focus on Latinos; see RC 021 296.

Pub Type— Historical Materials (060) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Images, Elementary Secondary Education, *Ethnic Bias, *Females, Labor Force, *Mexican Americans, Mexicans, Migrant Workers, *Negative Attitudes, Public Opinion, Stranger Reactions, *Undocumented Immigrants, Welfare Recipients

Identifiers—California, Hispanic American Students, Latinos, *Proposition 187 (California 1994)

Passed in November 1994, California's Proposition 187 was intended to deny public school education and health care to undocumented immigrants and their children. The rhetoric of current anti-immigrant hysteria has shifted from that of recent decades and relies on both racist and sexist imagery. This narrative shift, with its emphasis on women and public resources, can be seen as a reaction to the transformation of Mexican migration from a predominantly sojourner pattern to the widespread establishment of Mexican immigrant families and communities throughout California. Contemporary xenophobia targets women and children because they are central to making settlement happen. Viewed in this manner, the 187 campaign is less about illegal immigration and more about rejecting Latino immigrants and their U.S.-born family members as permanent members of U.S. society. This paper examines the narrative devices that framed and fueled the anti-immigrant 187 campaign and draws some comparisons with expulsion campaigns of the early 1930s. Three types of anti-immigrant narratives focus on job competition, cultural differences, and the drain on government resources. The paper then contrasts sojourner and settler patterns of Mexican immigration and examines coercive systems of labor and their implications for family life. Slavery and past U.S. systems of foreign contract labor, in effect, outlawed family life. It is suggested that contemporary xenophobic rhetoric assumes that Latino immigrant work life should be severed from family and community life. Contains 50 references. (Author/SV)

ED 413 161 RC 021 301

Garcia, Victor

All Was Not Lost: The Political Victories of Mexican Immigrants in Guadalupe, California.

Pub Date—1996-03-00

Note—9p.; In: Immigration and Ethnic Communities: A Focus on Latinos; see RC 021 296.

Pub Type— Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activism, Boards of Education, Citizen Participation, Community Action, *Educational Improvement, *Elections, Elementary Secondary Education, *Immigrants, Mexican American Education, *Mexican Americans, Parent Grievances, Political Campaigns, Politics

Identifiers—*California (Guadalupe), Newcomers, *Political Action

Since the 1970s, the Mexican-descent population of Guadalupe, California, has spearheaded a drive for local political representation. This paper examines their struggles and challenges the misconception of Mexican campesino immigrants as politically apathetic in their new homeland. From 1960 to 1990, the percentage of Guadalupe's population that was of Mexican descent rose from 18 to 83 percent, reflecting both an influx of Mexicans and a White exodus. The primary community division is between "natives" and newcomers, the latter comprised of Mexican Americans, Mexican immigrants, and a few Filipinos, all of whom came to Guadalupe as agricultural workers. The newcomers first challenged the political power of the natives in the 1970s, when newcomer children became the majority in the Guadalupe Union School District. Parent concerns included lack of bilingual education, labeling of Spanish-speaking children as learning disabled, and corporal punishment. Following parent protests, school boycotts, and the arrest and conviction of parents for inciting a riot, the U.S. Civil Rights Commission found that the town's education and justice systems had failed to uphold the civil rights of Mexican and Mexican American residents. After subsequent mass resignations in the school system, the school board began to work closely with newcomer parents. Due to the city's at-large electoral system, newcomers did not achieve representation in city government until the 1990s. Ironically, outrage over Proposition 187 fueled newcomer election victories. (SV)

SE

ED 413 162 SE 055 792

Furinghetti, Fulvia, Ed.

Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (15th, Assisi, Italy, June 29-July 4, 1991), Volume 1.

International Group for the Psychology of Mathematics Education.

Pub Date—1991-00-00

Note—374p.; For volumes 2 and 3, see SE 055 793-794.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Affective Behavior, *Algebra, Attitudes, Beliefs, *Computers, Context Effect, Elementary Secondary Education, Epistemology, *Functions (Mathematics), Geometry, Language Role, *Learning Theories, Mathematics Education, Metacognition, Number Concepts, Problem Solving, Proof (Mathematics), Rational Numbers, Social Influences, *Spatial Ability, Student Evaluation, Teacher Education, Visual Perception

Identifiers—Advanced Mathematics, *Mathematical Thinking, Psychology of Mathematics Education, Representations (Mathematics), Situated Learning

This document, the first of three volumes, reports on the 15th annual conference of the International Group for the Psychology of Mathematics Education (PME) held in Italy 1991. Plenary addresses and speakers are: “Social Interaction and Mathematical Knowledge” (B. M. Bartolini); “Meaning: Image Schemata and Protocols” (W. Dorfler); “On the Status of Visual Reasoning in Mathematics and Mathematics Education” (T. Dreyfus); “The Activity Theory of Learning and Mathematics Education in the USSR” (T. Gabay). Research reports in this volume include: “Applications of R-Rules as Exhibited in Calculus Problem Solving” (Amit, M.; Movshovitz-Hadar N.); “Effects of Diagrams on the Solution of Problems Concerning the Estimation of Differences” (Antonietti, A.; Angelini, C.); “Le probleme de statut du "millieu“ dans un enseignement de la geometric avec support logiciel” (Artigue, M.; Belloc, J.; Kargiotakis, G.); “Procedural and Relational Aspects of Algebraic Thinking” (Arzarello, F.); “Hegemony in the Mathematics Curricula the Effect of Gender and Social Class on the Organisation of Mathematics Teaching for Year 9 Students” (Atweh, B.; Cooper, T.); “Instantaneous Speed: Concept Images at College Students' Level and its Evolution in a Learning Experience” (Azcarate, C.); “Students' Mental Prototypes for Functions and Graphs” (Bakar, M.; Tall, D.); “Illustrations de problemes mathematiques complexes mettant en jeu un changement au une sequence de changements par des enfants du primaire (Bednarz, N.; Janvier, B.); "The Operator Construct of Rational Number: A Refinement of the Concept“ (Behr, M.; Harel, G.; Post, T.; Lesh, R.); "Children's Use of Outside-School Knowledge to Solve Mathematics Problems In-School“ (Bishop, A. J.; De Abreu, G.); "Influences of an Ethnomathematical Approach on Teacher Attitudes to Mathematics Education“ (Bishop, A. J.; Pompeu, G., Jr.); "Gender and the Versatile Learning of Trigonometry Using Computer Software“ (Blackett, N.; Tall, D.); "La dimension du travail psychique dans la formation continue des enseignant(e)s de mathematiques“ (Blanchard-Laville, C.); "Drawing a Diagram: Observing a Partially-Developed Heuristic Process in College Students“ (Bodner, B. L.; Goldin, G. A.); "The Active Comparison of Strategies in Problem-Solving: an Exploratory Study“ (Bondesan, M. G.; Ferrari, P. L.); "Teachers' Conceptions of Students' Mathematical Errors and Conceived Treatment of Them“ (Boufi, A.; Kafoussi, S.); "Children's Understanding of Fractions as Expressions of Relative Magnitude“ (Carraher, D. W.; Dias, Schliemann A.); "Dificultad en problemas de estructura multiplicative de comparacion“ (Castro, Martinez E.; Rico, Romero L.; Batanero, Bernabeu C.); "Construction and Interpretation of Algebraic Models“ (Chiappini G., Lemut E.); "Analysis of the Behaviour of Mathematics Teachers in Problem Solving Situations with the Computer“ (Chiappini, G.; Lemut E., Parenti, L.); "Analysis of the Accompanying Discourse of Mathematics Teachers in the Classroom“ (Chiocca, C.; Josse, E.; Robert, A.); "Van Hiele Levels of Learning Geometry“ (Clements, D. H.; Battista, M. T.); "Some Thoughts about Individual Learning Group Development, and Social Interaction“ (Cobb, P.); "Une analyse des brouillons de calcul d'eleves confrontes a des items de divisions ecrites“ (Conne, F.; Brun, J.); "Brian's Number Line Representation of Fractions“ (Davis, R. B.; Alston, A.; Maher, C.); and "Pupils' Needs for Conviction and Explanation within the Context of Geometry” (De Villiers, M.). This volume contains the addresses of research report authors. (MKR)

ED 413 163 SE 055 793

Furinghetti, Fulvia, Ed.

Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (15th, Assisi, Italy, June 29-July 4, 1991), Volume 2.

International Group for the Psychology of Mathematics Education.

Pub Date—1991-00-00

Note—410p.; For volumes 1 and 3, see SE 055 792 and 794.

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Affective Behavior, Algebra, Beliefs, Computers, Context Effect, Elementary Secondary Education, Epistemology, *Fractions, Functions (Mathematics), Geometry, Language Role, Learning Theories, Mathematics Education, Metacognition, *Number Concepts, *Problem Solving, *Proof (Mathematics), Social Influences, Spatial Ability, Student Attitudes, Student Evaluation, Teacher Attitudes, *Teacher Education, *Visual Perception

Identifiers—Advanced Mathematics, Mathematical Thinking, Psychology of Mathematics Education, Situated Learning

Research reports from the annual conference of the International Group for the Psychology of Mathematics Education include: “A Comparison of Children's Learning in Two Interactive Computer Environments” (Edwards); “On Building a Self-Confidence in Mathematics” (Eisenberg); “Classroom Discourse and Mathematics Learning” (Ellerton); “Constructivism, the Psychology of Learning, and the Nature of Mathematics” (Ernest); “Cognition, Affect, Context in Numerical Activity among Adults” (Evans); “Teachers' Pedagogical Knowledge: The Case of Functions” (Even; Markovits); “Cognitive Tendencies and Abstraction Processes in Algebra Learning” (Filloy-Yague); “On Some Obstacles in Understanding Mathematical Texts” (Furinghetti; Paola); “Toward a Conceptual-Representational Analysis of the Exponential Function” (Goldin; Herscovics); “Duality, Ambiguity and Flexibility in Successful Mathematical Thinking” (Gray; Tall); “Children's Word Problems Matching Multiplication and Division Calculations” (Greer; Mc Cann); “Children's Verbal Communication in Problem Solving Activities” (Grevsmuhl); “The 'Power' of Additive Structure and Difficulties in Ratio Concept” (Grugnetti; Mureddu Torres); “Why Modeling? Pupils Interpretation of the Activity of Modeling in Mathematical Education” (Gortner; Vitale); “A Comparative Analysis of Two Ways of Assessing the van Hiele Levels of Thinking” (Gutierrez; Jaime; Shaughnessy; Burger); “A Procedural Analogy Theory: The Role of Concrete Embodiments in Teaching Mathematics” (Hell); “Variables Affecting Proportionality: Understanding of Physical Principles, Formation of Quantitative Relations, and Multiplicative Invariance” (Harel; Behr; Post; Hesh); “The Development of the Concept of Function by Preservice Secondary Teachers” (Harel; Dubinsky); “Monitoring Change in Metacognition” (Hartl); “The Use of Concept Maps to Explore Pupils' Learning Processes in Primary School Mathematics” (Hasemann); “Adjusting Computer-Presented Problem-Solving Tasks in Arithmetic to Students' Aptitudes” (Hativa; Pomeranz; Hershkovitz; Mechmandarov); “Computer-Based Groups as Vehicles for Learning Mathematics” (Heal; Pozzia; Hoyles); “Pre-algebraic Thinking: Range of Equations & Informal Solution Processes Used by Seventh Graders Prior to Any Instruction” (Herscovics; Linchevski); “LOCI and Visual Thinking” (Hershkowitz; Friedlander; Dreyfus); “Two-step Problems” (Hershkowitz; Nesher); “Evaluating Computer-Based Microworld: What Do Pupils Learn and Why?” (Hoyles; Sutherland; Noss); “Inner Form in the Expansion of Mathematical Knowledge of Multiplication” (Ito); “Some Implications of a Constructivist Philosophy for the Teacher of Mathematics” (Jaworski); “Teachers' Conceptions of Math Education and the Foundations of Mathematics” (Jurdak); “Games and Language-Games: Towards a Socially Interactive Model for Learning Mathematics” (Kanes); “Translating Cognitively well-organized Information into a Formal Data Structure” (Kaput; Hancock); “A Procedural-Structural Perspective on Algebra Research” (Kieran); “Consequences of a Low Level of Acting and Reflecting in Geometry Learning—Findings of Interviews on the Concept of Angle” (Krainer); “The Analysis of Social Interaction in an 'Interactive' Computer Environment” (Krummheuer); “Can Children Use the Turtle Metaphor to Extend Their Learning to Include Non-intrinsic Geometry” (Kynigos); “Pre-schoolers, Problem Solving, and Mathematics” (Leder); “La fusee fraction. Une exploration inusitee des notions d'equivalence et d'ordre? (Lemerise; Cote); "Critical Incidents' in Classroom Learning—Their Role in Developing Reflective Practice" (Lerman; Scott-Hodgetts); "Human Simulation of Computer Tutors: Lessons Learned in a Ten-Week Study of 20 Human Mathematics Teachers" (Lesh; Kelly); "Advanced Proportional Reasoning" (Lin); "Rules without Reasons as Processes without Objects—the Case of Equations and Inequalities" (Linchevski; Sfard); "Everyday Knowledge in Studies of Teaching and Learning Mathematics in School" (Lindenskov); "The Knowledge about Unity in Fractions Tasks of Prospective Elementary Teachers" (Llinares; Sanchez); "Describing Geometric Diagrams as a Stimulus for Group Discussions" (Lopez-Real); "Pupils' Perceptions of Assessment Criteria in an Innovative Mathematics Project" (Love; Shiu); "Developing a Map of Children's Conceptions of Angle" (Magina; Hoyles); "The Construction of Mathematical Knowledge by Individual Children Working in Groups" (Maher; Martino); "The Table as a Working Tool for Pupils and as a Means for Monitoring Their Thought Processes in Problems Involving the Transfer of Algorithms to the Computer" (Malara; Garuti); "Interrelations Between Different Levels of Didactic Analysis about Elementary Algebra" (Margolinas); and "Age Variant and Invariant Elements in the Solution of Unfolding Problems" (Mariotti). (MKR)

ED 413 164 SE 055 794

Furinghetti, Fulvia, Ed.

Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (15th, Assisi, Italy, June 29-July 4, 1991), Volume 3.

International Group for the Psychology of Mathematics Education.

Pub Date—1991-00-00

Note—402p.; For volumes 1 and 2, see SE 055 792-793.

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Affective Behavior, Algebra, *Beliefs, Computers, Context Effect, Elementary Secondary Education, *Epistemology, Fractions, Functions (Mathematics), Geometry, Imagery, *Language Role, Learning Theories, Mathematics Education, *Metacognition, Number Concepts, Problem Solving, Proof (Mathematics), *Social Influences, Spatial Ability, *Student Attitudes, Student Evaluation, Teacher Attitudes, Teacher Education

Identifiers—Advanced Mathematics, Mathematical Thinking, Psychology of Mathematics Education, Situated Learning

Research reports from the annual conference of the International Group for the Psychology of Mathematics Education include: “La construcion algorithmique: niveaux ou stades?” (Mesquita); “For Establishing the Generality of Conjectures” (Miyazaki); “Teachers' Attitudes Towards Mathematics and Mathematics Teaching: Perspectives across Two Countries” (Moreira); “World Problems—the Construction of Multiplicative Structures” (Morgado); “Reconstruction of Mathematics Education: Teachers' Perceptions of and Attitudes to Change” (Mousley); “The Falsifiability Criterion and Refutation by Mathematical Induction” (Movshovitz-Hadar); “Young Children's Division Strategies” (Murray; Olivier; Human); “'It Makes Sense if You Think about How the Graphs Work. But in Reality...'” (Nemirovsky; Rubin); “Two-Step Problems—Research Findings” (Nesher; Hershkovitz); “Early Conceptions of Division. A Phenomenographic Approach” (Neuman); “Can Epistemological Pluralism make Mathematics Education More Inclusive?” (Neville); “The Pupil as Teacher: Analysis of Peer Discussions, in Mathematics Classes, between 12-Year-old Pupils and the Effects of Their Learning” (Newman; Pirie); “Teacher Attitudes and Interactions in Computational Environments” (Noss; Hoyles); “Children's Understanding of Measurement” (Nunes; Light; Mason); “A 3-Dimension Conceptual Space of Transformations for the Study of Intuition of Infinity in Plane Geometry” (Nunez); “The Status of Children's Construction of Relationships” (O'Brien); “Intra-Individual Differences in Fractions Arithmetic” (Ohlsson; Bee); “Construction of Procedures for Solving Multiplicative Problems” (Orozco; Hormaza); “Transfer in Learning 3D Reference System: From Interaction "Pupils as Expert System Developers" (Osta); "Levels of Knowledge about Signed Numbers: Effects of Age and Ability" (Peled); "Representations du probleme de mathematiques chez des enfants de 7 a 10 ans" (Perrin-Glorian); "Teaching as Meta-Communication" (Pimm); "Folding Back: Dynamics in the Growth of Mathematical Understanding" (Pire; Kieren); "Enseigner les mathematiques en premiere annee secondaire apres l'evaluation nationale francaise" (Pluvinage; Rauscher; Dupuis); "Etude des modeles implicites mis en ouvre par les enfants lors de la resolution de problemes complexes mettant en jeu une reconstruction d'une transformation arithmetique" (Poirier; Bednarz); "Classroom Aspects which Influence Use of Visual Imagery in High School Mathematics" (Presmeg); "Computer Activities in Mathematical Problem Solving with 11-14 Years Old Students: the Conditional Structure Learning" (Reggiani); "Symbolising and Solving Algebra Word Problems: the Potential of a Spreadsheet Environment" (Rojano; Sutherland); "Damien: a Case Study of a Reorganization of His Number Sequence to Generate Fractional Schemes" (Saenz-Ludlow); "The Use of Language in the Context of School Mathematics" (Sakonidis; Bliss); "Emergent Goals in Everyday Practices: Studies in Children's Mathematics" (Saxe); "Teachers' and Students' Beliefs and Opinions about the Teaching and Learning of Mathematics in Grade 4 in British Columbia" (Schroeder); "Problem Solving and Thinking: Constructivist Research" (Schultz); "Assessment of Thoughts Processes with Mathematical Software" (Schwarz; Dreyfus); "Spontaneous Strategies for Visually Presented Linear Programming Problems" (Shama; Dreyfus); "Initial Development of Prospective Elementary Teachers' Conceptions of Mathematics Pedagogy" (Simon); "The Effects on Students' Problem Solving Behaviour of Long-term Teaching through a Problem Solving Approach" (Stacey); "The Relationship Between Mental Models in Mathematics and Science" (Stavy; Tirosh); "Pupils as Expert System Developers" (Stevenson; Noss); "Drawing—Computermodel—Figure Case Studies in Students' Use of Geometry-Software" (Strasser; Capponi); "Overcoming Overgeneralizations: the Case of Communitativity and Associativity" (Tirosh; Hadass; Movshovitz-Hadar); "First Steps in Generalization Processes in Algebra" (Ursini); "Translation Processes Solving Applied Linear Problems" (Van Streun); "Graphical Environment for the Construction of Function Concepts" (Wenzelburger); "The Potential for Mathematical Activity in Tiling: Constructing Abstract Units" (Wheatley; Reynolds); "The Equal Sign Goes Both Ways. How Mathematics Instruction Leads to the Development of a Common Misconception" (Wolters); "Learning in an Inquiry Mathematics Classroom" (Wood); "The Role of Peer Questioning During Class Discussion in Second Grade Mathematics" (Yackel); "The Effect of Graphic Representation: An Experiment Involving Algebraic Transformations" (Yerushalmy; Gafni); and "In What Ways Are Similar Figures Similar?" (Zaslavsky).

ED 413 165 SE 060 532

Weiss, Iris R. Raphael, Jacqueline B.

Characteristics of Presidential Awardees: How Do They Compare with Science and Mathematics Teachers Nationally?

Horizon Research, Inc., Chapel Hill, NC.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1996-00-00

Contract—RED-9150005

Note—35p.

Available from—Horizon Research, Inc., 111 Cloister Court, Suite 200, Chapel Hill, NC 27514-2296.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Awards, Creative Teaching, Educational Improvement, Elementary Secondary Education, *Instructional Innovation, *Leadership Qualities, Learning Strategies, Mathematics Education, *Mathematics Teachers, Professional Development, Questionnaires, Science Education, *Science Teachers, Teacher Attitudes, *Teacher Characteristics, Teacher Effectiveness, Teacher Qualifications, Teaching Skills

Identifiers—*Presidential Awards Excellence in Science and Math

The Presidential Awards for Excellence in Science and Mathematics Teaching program was established in 1983 to recognize outstanding science and mathematics teachers in the United States. In 1993 a national probability sample was taken of approximately 6,000 elementary/secondary teachers asking about their backgrounds and preparation, classroom practices, and professional activities. Questionnaires were also sent to all teachers who had received the Presidential Award for Excellence in Science and Mathematics Teaching. The purpose of this monograph is to provide information on the nature and extent of the differences between these groups. Presidential Awardees generally are much more experienced and more highly educated than their national counterparts. Differences in attitudes translate into differences in instruction, with Presidential Awardees' classes considerably more likely to work in small groups and use manipulative materials and considerably less likely to read a textbook in class or do worksheet problems. Awardees were much more likely to be active professionally, serving on school or district committees, teaching inservice workshops for colleagues, and participating in science- and mathematics-related professional development activities. The process of selecting Presidential Awardees seems to be effective in recognizing teachers whose backgrounds, beliefs, teaching styles, and professional involvement are consistent with the recommendations of professional associations and state and national standards. (PVD)

ED 413 166 SE 060 669

Shrader, Greg Gomez, Louis

Inventing Interventions: Three Successful CoVis Cases.

Pub Date—1997-06-19

Note—21p.; Paper presented at the Annual Educational Media Conference (Calgary, Alberta, Canada, June 19, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Educational Change, Educational Resources, Educational Technology, *Instructional Improvement, Instructional Innovation, Partnerships in Education, *Program Implementation, *Reflective Teaching, *Science Education, Secondary Education, Student Projects, Teaching Methods

Identifiers—*CoVis Project, Reflective Thinking

This paper examines the implementation of the CoVis Project in three schools. CoVis is a national Secondary School Science Education Testbed designed to promote project-based pedagogy supported by facilitative technology through reflective learning. The reflective learning that these three schools engaged in while enacting CoVis is examined in order to determine how that reflection lead to successful implementation. Emphasis is placed on past reform efforts at the schools as well as on the fit between the visions of those schools and the goals of the CoVis Project. Findings from these three case studies are used to suggest design approaches intended to foster such reflection at other schools implementing CoVis. The idea presented here is to design curricular innovations that help educators learn about teaching and learning practices through enactment of the innovation. Findings suggest a learning curriculum where not only students but teachers and administrators learn from curricular materials. Curricula should be designed to support reflection in action. When viewed from a Learning Sciences perspective, the project suggests the design of a new technological architecture for the development of learning curricula. Contains 20 references. (PVD)

ED 413 167 SE 060 724

Vellom, R. Paul Anderson, Charles W. Palincsar, Annemarie S.

Developing Mass, Volume, and Density as Mediational Means in a Sixth Grade Classroom.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1995-00-00

Contract—MDE-8950308

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18, 1995). For related documents, see SE 060 725-726.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Communication (Thought Transfer), *Communication Skills, *Concept Formation, Concept Teaching, *Discourse Analysis, Grade 6, Group Activities, Intermediate Grades, Language Acquisition, Learning Strategies, Science Instruction, *Scientific Concepts, Scientific Concepts, Sociolinguistics, Teaching Methods, Verbal Learning

Identifiers—*Discourse Communities, *Meaning Construction, Scientific Language

This study examines thought, language, and related action in sixth-graders working to understand concepts related to mass, volume, and density. Students from a heterogeneous urban classroom worked in various social contexts including individually, in pairs, in groups of four, and as a class. Their work was examined via videotapes, field notes, written work and group products, conceptual tests, and clinical interviews. Two groups of four students formed the target population that was studied closely within the context of the larger class. Research questions focused on how concepts develop across public and private arenas, and on ways the teacher's "privileging" of particular ideas, strategies, and actions played into the students' overt goals, their use of mediational means, the connectedness of sequences of discourse and action, and the standards they employed for determining the acceptability of claims made by their classmates. Concepts developed in stages, across social arrangements, as students focused on developing techniques, making observations, finding patterns in data, and developing explanations. Teacher privileging greatly influenced standards and the strategies students employed even when the teacher attempted to focus decision-making around consensus. This study ties sociocultural and cognitive research approaches. Findings indicate that group work does not adequately support already marginalized students who have difficulty entering into group negotiations in meaningful ways. (Author/PVD)

ED 413 168 SE 060 725

Vellom, R. Paul Anderson, Charles W. Palincsar, Annemarie S.

Constructing Facts and Mediational Means in a Middle School Science Classroom.

Pub Date—1994-05-24

Contract—MDE-8950308

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, May 24, 1994). For related documents, see SE 060 724-726.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Concept Formation, Concept Teaching, *Cooperative Learning, Discourse Analysis, *Discovery Learning, Evaluation Methods, Grade 6, *Group Activities, Hands on Science, Intermediate Grades, Learning Processes, Middle Schools, Problem Solving, Research Methodology, *Science Instruction, Science Process Skills, Scientific Concepts, Student Participation, *Thinking Skills

Identifiers—Discourse Communities, ESS Colored Solutions, Middle School Students

This paper describes a sequence of lessons based on a modified version of the ESS Colored Solutions problem posed in an urban multicultural middle school setting in which students often worked in collaborative groups. As students encountered observable phenomena, they were encouraged to record techniques and observations, search for patterns in their data, and eventually develop explanations. The researchers examined discourse and interactions in working pairs, groups of four, and individual logbook entries to see how various tasks, settings, and interactions influenced engagement for each of the members of the group studied. Each member of the student working groups was observed to be fully engaged in the activities of developing and recording techniques and observations and finding patterns. The activity of developing explanations, however, revealed differential engagement based upon whether or not each student had focused on properties of the solutions as the salient feature of the system being studied. The researchers hypothesize that this differential may have substantial consequences when students encounter formal instruction in related scientific concepts. Those more engaged in generating explanations appear more ready to appropriate and use concepts as intellectual tools to explain observed phenomena. (Author)

ED 413 169 SE 060 726

Vellom, R. Paul Anderson, Charles W. Palincsar, Annemarie S.

Scientific Reasoning in School Contexts.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1994-02-16

Contract—MDE-8950308

Note—32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993.) For related documents, see SE 060 724-725.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 6, Intermediate Grades, Middle Schools, Multicultural Education, Physical Sciences, Problem Solving, *Qualitative Research, Science Activities, Science Instruction, *Science Process Skills, Scientific Concepts

Identifiers—*Collaborative Learning, Middle School Students

This study investigates the fate of claims made by middle school science students working in collaborative groups in a multicultural urban classroom and the concomitant effects on engagement and understanding. Given problems of a complex and openended nature in a learning community setting, students were challenged to establish group positions and to explain these positions to the classroom community. In the negotiation and collective validation processes that ensued, consensus as the basis of acceptability was held as the standard. Individual claims often became the claims of groups of students as the class worked together to separate data from "noise". The study shows how groups of students and individuals within groups came to understand a number of science concepts relating to the kinetic molecular theory and how their understanding related to the ongoing bargaining process surrounding roles within each group. The researchers noted that students who were active in a wide range of group negotiations tended to develop deeper and more meaningful understandings of concepts, while less active students displayed a more limited understanding characterized by their ritualized use of scientific language. Student working groups each established its own unique patterns of interaction which often served the social aims of some group members. In general, collaborative activities appeared to best serve students who were already academically successful. (Author)

ED 413 170 SE 060 728

Campbell, Patricia B.

How Would I Handle That? Using Vignettes To Promote Good Math and Science Education.

American Association for the Advancement of Science, Washington, DC.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1996-00-00

Note—13p.; Purple print may not photograph well.

Available from—American Association for the Advancement of Science, Collaboration for Equity, 1200 New York Avenue, N.W., Washington, DC 20005.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agenda Setting, Brainstorming, *Change Strategies, Curriculum Development, Decision Making, Educational Objectives, Elementary Secondary Education, *Equal Education, Group Discussion, Mathematics Education, Problem Solving, Relevance (Education), *Science Education, Science Education, *Theory Practice Relationship, *Womens Education

Identifiers—*Vignettes

Knowledge of theory, of research, and of potential strategies is an important component in any educational equity effort. Unless these kinds of knowledge can be applied to specific situations, they are of little "real life" value. The use of vignettes may help. A vignette is a short story without an ending that presents an issue. The major purpose of a vignette is to serve as a springboard for discussion and arriving at possible solutions to the issue raised in the vignette. Responding to vignettes individually or in small groups can be an effective way to experiment with ideas, build on the ideas of others, and work toward consensus in a nonthreatening manner. The goal of this pamphlet is to provide an introduction and encourage the use of vignettes. In addition to defining the term "vignette" in the context of equity, the steps involved in constructing vignettes are also described. This includes developing situations that are realistic and relevant for the intended audience. A series of vignettes addressing educational issues related to math, science, and equity is also provided. (PVD)

ED 413 171 SE 060 730

Bennett, Andrea T. Kessler, James H.

Apples, Bubbles, and Crystals: Your Science ABCs.

American Chemical Society, Washington, DC.

Report No.—ISBN-0-07-005827-X

Pub Date—1996-00-00

Note—100p.; Illustrated by Melody Sarecky.

Available from—Learning Triangle Press, 11 W. 19th Street, New York, NY 10011.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Educational Strategies, Elementary Education, *General Science, Interdisciplinary Approach, Language Arts, Learning Strategies, *Letters (Alphabet), *Poetry, *Preschool Education, Reading Skills, *Science Activities, Science Curriculum

In this book a character named Archie and his friends teach science and reinforce alphabet skills. This approach combines reading and rhyming with simple science activities that begin with a list of everyday household materials and come with colorfully illustrated step-by-step instructions. Also provided are explanations of the science principles behind the fun. The 26 activities engage children and adults in making rainbows, rockets, music, fingerprints, and glue while exploring density, thermodynamics, wave transmission, mechanics, shadows and other topics. An index is included. (DDR)

ED 413 172 SE 060 731

Roberts, Janet Wier Huelbig, Carole

City Kids and City Critters! Activities for Urban Explorers from the Houston Arboretum & Nature Center.

Report No.—ISBN-0-07-253201-X

Pub Date—1996-00-00

Note—153p.

Available from—Learning Triangle Press, 11 West 19th Street, New York, NY 10011.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Animals, Biology, Educational Strategies, Elementary Education, Environmental Education, Habitats, Hands on Science, *Science Activities, *Science and Society, Science Curriculum, *Science Process Skills, Student Motivation, Teaching Guides, *Urban Environment

Identifiers—Texas

This guide contains activities from the Houston Arboretum and Nature Center programs for children ages 8 to 12 years. The multisensory activities help students improve their observational skills and utilize activity sheets, journals, and hands-on projects to involve them. Children observe, draw, and photograph animals in their natural settings and learn about a variety of urban wildlife habitats. These experiences allow students to practice skills that are important to understanding and applying information and concepts in science. Each activity begins with a focus on the science process skills that students will use. An ecological approach is employed throughout the guide to focus on the study of the relationships of living things to one another and to their environment. The chapters are: (1) "Becoming a Nature Detective"; (2) "Observing Nature in Busy, People Places"; (3) "Discovering Critters in Great Green Spaces"; (4) "Pondering Ponds & Other Wonderful Wet Places"; (5) "Exploring Backyards & Schoolyards"; (6) "Nurturing Nature Close to Home." Each chapter concludes with a list of suggested books for further reading. Contains a resource list, a bibliography, and an index. (DDR)

ED 413 173 SE 060 732

Iritz, Maxine Haren

Super Science Fair Sourcebook.

Report No.—ISBN-0-07-032849-8

Pub Date—1996-00-00

Note—248p.

Available from—Learning Triangle Press, 11 West 19th Street, New York, NY 10011.

Pub Type— Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Competition, Computer Uses in Education, Hands on Science, *Science Activities, Science Curriculum, *Science Fairs, *Science Process Skills, Science Projects, *Scientific Methodology, Secondary Education, Student Motivation

Identifiers—International Science and Engineering Fair

This guide to science fair projects is designed for students and provides clear directions on how to complete a successful science project. Real projects are used as examples and information and advice is provided by teachers, judges, and participants and their families about the process. Topics covered in this book include choosing a science fair project topic, considering a project related to games or sports, family involvement, rules, writing a research paper, using the computer, questions and hypotheses, experiments, Earth Day, results and conclusions, the science project display, and the science fair. Tips and ideas that can give one project an edge over the competition are also included. This sourcebook contains reproducible forms, data charts, checklists, and a glossary. Appendices contain the science fair categories, rules, and certifications from the International Science and Engineering Fair. (DDR)

ED 413 174 SE 060 733

Gertz, Susan E. Portman, Dwight J. Sarquis, Mickey

Teaching Physical Science through Children's Literature. 20 Complete Lessons for Elementary Grades.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-07-064723-2

Pub Date—1996-00-00

Contract—TPE-9055448

Note—244p.

Available from—Learning Triangle Press, 11 West 19th Street, New York, NY 10011.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Childrens Literature, Discovery Learning, Educational Strategies, Elementary Education, General Science, *Hands on Science, *Interdisciplinary Approach, *Language Arts, Lesson Plans, *Physical Sciences, *Science Activities, Science Curriculum, Science Process Skills

This guide focuses on teaching hands-on, discovery-oriented physical science in the elementary classroom using children's literature. Each lesson is an integrated learning episode with a clearly defined science content objective which is supported and enriched through literature, writing, and mathematics. The three sections are: (1) "Properties of Objects and Materials"; (2) "Light, Heat, Electricity, and Magnetism"; and (3) "Position and Motion of Objects." The 20 interdisciplinary science lesson plans address physical science topics such as air, balance, chromatography, colors and colorants, density, engineering, forces, gravity, heat, insulation, light, magnets, mixtures, motion, polymers, scientific experimentation, sound, states of matter, static electricity, temperature, the water cycle, weather, and wind. A discussion of the reasons for teaching science through literature, a correlation with the National Standards for Science Education, reproducible pages containing student data sheets, tips on using classroom science centers, and science journals are also included. (DDR)

ED 413 175 SE 060 735

Bonnet, Bob Keen, Dan

Science Fair Projects: The Environment.

Report No.—ISBN-0-8069-0542-5

Pub Date—1996-00-00

Note—96p.; Illustrated by Frances Zweifel.

Available from—Sterling Publishing Company, Inc., 387 Park Avenue South, New York, NY 10016-8810.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Data Collection, Elementary Education, *Environmental Education, Hands on Science, Measurement, *Science Activities, Science Curriculum, *Science Fairs, *Science Process Skills, Science Projects, *Scientific Methodology, *Student Motivation, Teaching Guides

This book approaches the development of science fair projects from the point of view that science should be enjoyable, interesting, and thought-provoking. The scientific concepts introduced here will later help young students to understand more advanced scientific principles. These projects develop skills such as classification, making measured observations, thinking clearly, and accurately recording data. The 60 activities focus on topics related to environmental education such as collecting sensory data, migration, controlling environments, seeds, ripening fruit, predicting whether, force fields, natural dyes, soil erosion, friction, surface area and evaporation, solar heating, insulators, decomposition, and testing humidity. A glossary of science terms and an index are included. (DDR)

ED 413 176 SE 060 736

Diehn, Gwen Krautwurst, Terry

Science Crafts for Kids: 50 Fantastic Things To Invent & Create.

Report No.—ISBN-0-8069-0283-3
Pub Date—1994-07-26
Note—144p.
Available from—Sterling Publishing Company, Inc., 387 Park Avenue South, New York, NY 10016-8810.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Educational Strategies, Elementary Education, General Science, *Hands on Science, *Interdisciplinary Approach, Inventions, *Language Arts, *Physical Sciences, *Science Activities, Science Curriculum, *Science Process Skills

This resource book provides 48 science crafts that involve children in creative and inventive learning experiences. The opening chapter focuses on the construction of a science log that will be used in the colorfully illustrated activities that follow. Four broad topics provide the organization for the text: (1) Earth; (2) Air; (3) Water; and (4) Fire. Some activities pertain to building tools of observation such as a periscope, a wormery or toadhouse, pit kiln, root viewer, hovercraft, nephoscope, xylophone, thunder stick, water lens, fire clock, astrolabe, solar stone, solar oven, solar clock, and a star magnitude gauge. The directions for each activity are supported by photographs and sketches of each step. Narrative sections accompany each activity and help students put the product and the process in the context of the real world. A metric conversion chart is also provided. (DDR)

ED 413 177 SE 060 738

Reynolds, Karen E. Barba, Robertta H.

Technology for the Teaching and Learning of Science.

Report No.—ISBN-0-205-16287-8
Pub Date—1996-00-00
Note—268p.
Available from—Allyn & Bacon, 160 Gould Street, Needham Heights, MA 02194.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Action Research, *Computer Uses in Education, *Curriculum Development, Educational Resources, *Educational Technology, Elementary Secondary Education, Hands on Science, *Instructional Design, *Science Instruction, Science Teachers

This book addresses the subject of integrating new technology in science instruction and is designed for pre-service teachers, inservice teachers, curriculum and instructional leaders, consultants, and designers of instructional materials for science. Examples for instructional practice lie within the elementary and middle level grade range while the main ideas can be generalized to other levels, subjects, and settings. Some of the assumptions upon which this monograph is based are that technology is invisible when effectively integrated in science instruction, that science and technology should be accessible to all students, and that academics and fun are compatible. The 10 chapters cover topics related to technology and learning in science: ready-to-go instruction, observing in science, using information sources, investigating, interpreting and reporting results, assessing science knowledge, and teachers as researchers. Throughout the chapters are a total of 89 hands-on activities, 10 cartoons, and 93 figures and illustrations. (DDR)

ED 413 178 SE 060 745

Doherty, Paul Rathjen, Don

The Spinning Blackboard & Other Dynamic Experiments on Force & Motion. The Exploratorium Science Snackbook Series.

Exploratorium, San Francisco, CA.
Report No.—ISBN-0-471-11514-2
Pub Date—1996-00-00
Note—112p.; For related document, see SE 060 849.
Available from—John Wiley S Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Active Learning, *Demonstrations (Science), Elementary Secondary Education, Exhibits, Force, *Hands on Science, *Inquiry, Instructional Materials, Motion, Museums, *Physics, Science Activities, Science Education, Science Experiments, Science Teaching Centers, *Scientific Concepts
Identifiers—Exploratorium CA

Nearly 100 teachers worked with staff members at the Exploratorium museum in San Francisco, California, to create scaled-down versions of Exploratorium exhibits that teachers could make on their own using common, inexpensive, readily-available materials. The experiments—called "snacks"—are divided into easy-to-follow sections that contain instructions, advice, and helpful hints. Each snack begins with a drawing of the original full-sized exhibit on the museum floor and a photograph of the scaled-down version that teachers can construct. A short paragraph introduces the exhibit followed by a list of materials needed and suggestions on how to find the materials. Other sections give assembly instructions, descriptions for using the completed exhibits, and explanations of the science concepts behind them. A section entitled "etc." offers additional scientific and historical information. Sample demonstrations include a bicycle wheel as a giant gyroscope, soap bubbles as geometric art, a checkbook balanced using the physics method, wooden blocks stacked to seemingly defy gravity, a pendulum drawing board, and a downhill cylinder race. (PVD)

ED 413 179 SE 060 746

VanCleave, Janice

Janice VanCleave's Rocks and Minerals: Mind-Boggling Experiments You Can Turn into Science Fair Projects.

Report No.—ISBN-0-471-10269-5
Pub Date—1996-00-00
Note—90p.
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.
Pub Type— Books (010) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*Demonstrations (Science), Earth Science, Elementary Education, *Elementary School Science, *Geology, *Hands on Science, Instructional Materials, Learning Activities, *Minerals, Models, Petrology, Problem Solving, Science Education, Science Experiments, Science Fairs, *Science Projects, Scientific Concepts

Science projects are a great way for students to learn more about science as they search for the answers to specific problems. This book offers guidance and provides ideas for students as they plan experiments, find and record information related to the problem, and organize data to find answers to the problem. The 20 topics in this book suggest many possible problems to solve. Each topic has one "cookbook" experiment—follow the recipe and the result is guaranteed. Each topic is presented as the problem experiment followed by materials, procedure, expected results, and an explanation of those results. Each sample experiment is followed by a section called "Let's Explore" which provides additional questions about the problem presented in the experiment. New results are achieved by making small changes to some part of the sample experiment. The section "Showtime!" helps students develop their own ideas to design a science fair presentation from the sample experiment. Tips for further research are given in the "Check it Out!" section at the end of each topic. Sample demonstrations include determining the hardness of a mineral, calculating the specific gravity of a mineral, identifying carbonates, and exploring stalactites and stalagmites. Contains a glossary and resource lists. (PVD)

ED 413 180 SE 060 747

Ellerby, Richard S.

Mathematics for Young Learners: 60 Games & Activities for Ages 3 through 7.

Report No.—ISBN-0-9623300-1-9
Pub Date—1996-00-00
Note—109p.; Photographs may not reproduce well.
Available from—Spice of Life Educational Publishing, P.O. Box 21150, Boulder, CO 80308-4150 ($12.95).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Arithmetic, Computation, *Educational Games, Manipulative Materials, Mathematical Concepts, Mathematics Activities, *Mathematics Instruction, Metacognition, *Number Concepts, Primary Education, Thinking Skills
Identifiers—*Card Games

By studying and practicing metacognition, teachers and parents are instilling positive attitudes toward learning by teaching how-to-learn skills that prepare children for assessing their own thinking about learning as they become more and more developmentally prepared. This book stresses the strategies for thinking in mathematical terms without paper and pencil. It contains a series of mentally manipulative card games for children age three to seven. Many games have been modified to allow teachers to use them in self-directed centers within classrooms. Sixty games and 10 activities are included. These games are aimed at improving number sense, arithmetic, comparison, counting, and other important skills for elementary mathematics students. (ASK)

ED 413 181 SE 060 749

Local Systemic Change. Project Directory.

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.
Report No. —NSF-97-145
Pub Date—1997-00-00
Note—57p.; National Science Foundation, Directorate for Education and Human Resources, 4201 Wilson Blvd., Arlington, VA 22230.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Change, Elementary Secondary Education, Mathematics Education, Science Education, *Standards, Teacher Education, Technology Education
Identifiers—*Local Systemic Change (NSF), National Science Foundation

The Local Systemic Change through Teacher Enhancement Initiatives carry forward the systemic reform efforts of the Directorate for Education and Human Resources and the goals of the Teacher Enhancement (TE) Program in the Division of Elementary, Secondary, and Informal Education at the National Science Foundation (NSF). The TE Program supports professional development that leads to a new level of teacher competence within a supportive school culture. This enables teachers to engage all students from pre-kindergarten through Grade 12 in rich and challenging programs in science, mathematics and technology. Supported projects seek to improve the disciplinary and pedagogical knowledge of teachers. They also involve administrators and others who play significant roles in providing quality science, mathematics, and technology education for students. This directory focuses on a subset of TE projects that engage entire school districts in the reform of science, mathematics, and technology education. Systemic change projects are characterized by a shift in the focus from the professional development of the individual teacher to the professional development of all teachers within the whole school organization; a vision of what the K-12 science/mathematics/technology (SMT) program should be; and a plan for the implementation of exemplary, standards-based instructional materials. This should lead to the creation of professional communities where teachers are empowered to bring about change and encouraged to reflect on their own teaching and learning. This directory summarizes 47 projects in 23 states across the United States. (Author/DKM)

ED 413 182 SE 060 754

Harris, Julia, Ed.

SSRP: Software for Problem Solving and Inquiry in Grades K-4. Ohio SchoolNet. ENC Focus.

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.; Ohio State Dept. of Education, Columbus.

Report No. —ENC/SSRP-97-001

Pub Date—1997-00-00

Contract—RF732-457

Note—57p.; Also funded by the Ohio SchoolNet Plus Project.

Available from—Eisenhower National Clearinghouse, 1929 Kenny Road, Columbus, OH 43210-1079; e-mail: editor@enc.org

Journal Cit—ENC Focus; spec iss 1997

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software Evaluation, *Computer Uses in Education, *Educational Resources, Educational Technology, Elementary Education, Inquiry, *Mathematics Education, Problem Solving, *Science Education

Identifiers—Ohio SchoolNet

The number and range of instructional resources in mathematics and science education can be overwhelming to educators. The chief mission of The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) is to help educators sort through the confusion by identifying relevant resources such as print materials, software, kits, and videos at the K-12 level. After locating the appropriate materials, educators then face a difficult question: "How should I choose among the materials that I have identified?". To help answer this question the SchoolNet Software Review Project (SSRP) has created an evaluation process, established a cadre of expert teacher evaluators throughout Ohio, and compiled a database of results. SSRP reviews software including CD-ROMs and laserdiscs for K-4 classrooms using protocols developed by teachers and SSRP staff. These protocols measure the quality of products in relation to current national and state of Ohio standards as well as in terms of the product's capacity to promote problem solving and inquiry. Four basic questions are devised for educators to ask as they assess how the software engages learning: (1) "What do students learn through the software?"; (2) "How do students learn with the software?"; (3) "What are the technical characteristics of the software?"; and (4) "What are the characteristics of the types of assessment provided by the software?". This report presents the results of the evaluation of 127 mathematics and science software programs. Thirty items were chosen to provide a balanced sampling of reviewed titles in terms of Average SSRP Score, price, and grade level and are presented by emphasizing their availability, an abstract describing the product, SSRP evaluators' comments, and system requirements. (ASK)

ED 413 183 SE 060 755

Harris, Julia, Ed.

Professional Development for Math and Science.

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ENC-97-008

Pub Date—1997-00-00

Contract—R392126001

Note—45p.

Available from—Eisenhower National Clearinghouse, 1929 Kenny Road, Columbus, OH 43210-1079; e-mail: editor@enc.org

Journal Cit—ENC Focus; v4 n4 1997

Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, *Educational Change, *Educational Resources, Elementary Secondary Education, *Mathematics Education, *Professional Development, *Science Education, Teacher Improvement

Because the key agent in mathematics and science reform is the teacher, this issue of the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) Focus highlights professional development. Whatever curriculum change is adopted in a school district, whatever new textbook series is chosen, it is through the teacher that the program will be adapted and translated into classroom activities and assignments. This issue lists 31 resources (books, videotapes, CD-Roms, the Internet) related to professional development in mathematics and science education. The resources featured in this issue were selected from the existing collection at ENC and can be used in a variety of settings from self-study to group study, in consultation with peers and supervisors, and as part of an inquiry into practice or an action research project. (ASK)

ED 413 184 SE 060 760

Moseley, Bryan Brenner, Mary E.

Using Multiple Representations for Conceptual Change in Pre-algebra: A Comparison of Variable Usage with Graphic and Text Based Problems.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-07-11

Note—29p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algebra, *Classroom Research, *Concept Formation, Creative Thinking, Educational Change, Graphs, Junior High Schools, Mathematical Concepts, Mathematics Curriculum, Mathematics Instruction, Middle Schools, Problem Solving, Thinking Skills

Identifiers—Middle School Students, *Pre Algebra, *Representations (Mathematics)

This research examines students' ability to work with algebraic variables and their notations as a result of the type of instruction they received, and places their work on scales that illustrate its location on the continuum from arithmetic thinking to algebraic reasoning. It presents data from pre- and post-instruction clinical interviews administered to a sample of middle school students experiencing their first exposure to formal pre-algebra. Roughly half of the sample (N=15) was taught with an experimental curriculum emphasizing multiple representation skills while a comparable group (N=12) of students received traditional instruction. Analysis of the pre- and post-interviews indicate that students receiving a multiple representations curriculum are significantly more likely to show signs of algebraic reasoning than their traditionally taught peers when integrating variables into the equations they write. Additionally, they are also more likely to be able to act on a variable that is presented to them as part of a graphic representation. Contains 26 references. (Author)

ED 413 185 SE 060 762

Tobias, Sheila Raphael, Jacqueline

The Hidden Curriculum—Faculty-Made Tests in Science. Part 1: Lower-Division Courses. Innovations in Science and Technology.

Report No.—ISBN-0-306-45580-3

Pub Date—1997-00-00

Note—199p.; For related documents, see SE 060 763-764.

Available from—Plenum Press, 233 Spring Street, New York, NY 10013.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*College Science, *Educational Change, Higher Education, Science Education, *Science Tests, *Teacher Made Tests, Test Construction, Test Format, Testing Problems

Successful reform of science education requires careful orchestration of a number of factors including technological developments, organizational issues, teacher preparation and enhancement, and advances in the scientific disciplines themselves. Exemplary innovations in exam practices that assess scientific understanding in new and more appropriate ways are detailed in this book. The chapters are: (1) "Listening to Faculty"; (2) "Listening to Students"; (3) "Biology"; (4) "Chemistry"; (5) "Geology"; (6) "Physics"; and (7) "Conclusion." Between chapters 2 and 3 is a section on how to use this book and index. (DKM)

ED 413 186 SE 060 763

Tobias, Sheila Raphael, Jacqueline

The Hidden Curriculum—Faculty-Made Tests in Science. Part 2: Upper-Division Courses. Innovations in Science and Technology.

Report No.—ISBN-0-306-45581-1

Pub Date—1997-00-00

Note—135p.; For related documents, see SE 060 762-764.

Available from—Plenum Press, 233 Spring Street, New York, NY 10013.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*College Science, *Educational Change, *Evaluation, Higher Education, Science Education, Test Construction, Test Format, Testing Problems

This volume, part two of "The Hidden Curriculum," is premised on the belief that testing practices influence educational procedures and learning outcomes. Graduate level science educators shared their assessment techniques in terms of the following categories: (1) exam design; (2) exam format; (3) exam environment; and (4) grading practices. Exemplary innovations in exam practices that assess scientific understanding in new and more appropriate ways are detailed in this book. The chapters are: (1) "Introduction: from Innovation to Change"; (2) "Biology"; (3) "Chemistry"; (4) "Physics"; (5) "Assorted Fields"; and (6) "Commentary." Between chapters 1 and 2 is a section on how to use this book and an index. (DKM)

ED 413 187 SE 060 764

Cohen, Karen C., Ed.

Internet Links for Science Education: Student-Scientist Partnerships.

Report No.—ISBN-0-306-45558-7

Pub Date—1997-00-00

Note—260p.; For related documents, see SE 060 762-763.

Available from—Plenum Press, 233 Spring Street, New York, NY 10013.

Pub Type— Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*College Science, College Students, *Educational Change, Higher Education, Internet, *Partnerships in Education, Science Education, Scientists

This volume focuses on Student-Scientist Partnerships (SSPs) and illustrates the workings and effectiveness of this new paradigm and growing force in science education. The chapters are: chapter 1, "Student-Scientist Partnerships: Shrewd Maneuvers" (Robert F. Tinker); chapter 2, "The GLOBE Program: A Model for International Environmental Education" (Barrett N. Rock, Tommie R. Blackwell, Danielle Miller, and Anne Hardison); chapter 3, "FeederWatch: An Example of a Student-Scientist Partnership" (Rick Bonney and Andre A. Dhondt); chapter 4, "The Science that Happens through Partnerships: Sun Photometer Atmospheric Network (SAN)" (Forrest M. Mims, III); chapter 5, "The Aquanaut Program" (Ivar G. Babb, Peter M. Schneifele, and Domenic Tedeschi); chapter 6, "EARTHWATCH: Science Education Worldwide" (Rachel Nixon); chapter 7, "Mars Exploration: Students and Scientists Working Together" (Daniel Barstow and Cheick Diarra); chapter 8, "Validating Student Data for Scientific Use: An Example from the GLOBE Program" (Russell G. Congalton and Mimi L. Becker); chapter 9, "Student Data Acquisition: An Important Component of Student-Scientist Partnerships" (Alice B. Krueger, Patrick D. French, and Thomas G. Carter); chapter 10, "Role of Technology in Student-Scientist Partnerships: Perspective from the National Science Foundation" (M. Patricia Morse and Nora H. Sabelli); chapter 11, "Science Education as Driver of Cyberspace Technology Development" (Roy D. Pea, Louis M. Gomez, Daniel C. Edelson, Barry J. Fishman, Douglas N. Gordin, and D. Kevin O'Neil); and chapter 12, "Image Processing: An Enabling Technology for Science Research, Teaching, and Learning" (Richard Greenberg). Individual chapters contain references. (DKM)

ED 413 188 SE 060 765

Jarrett, Denise

Inquiry Strategies for Science and Mathematics Learning: It's Just Good Teaching.

Northwest Regional Educational Lab., Portland, OR. School Improvement Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-05-00
Contract—RJ96006501
Note—43p.; Photographs may not reproduce well.
Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Development, Educational Change, Elementary Secondary Education, *Inquiry, *Mathematics Instruction, Science Instruction, Teacher Education, *Teaching Methods
Identifiers—Northwest Regional Educational Laboratory

Science and mathematics reform standards call for inquiry teaching methods that enable students to contribute their own ideas and to pursue their own investigations. Inquiry involves activities and skills that focus on the active search for knowledge of understanding to satisfy a curiosity. This publication is intended to furnish K-12 teachers with both research-based rationale and recommendations for effective techniques that can be applied in today's complex and changing classrooms. Sections include: "What is Inquiry?"; "Why Use Inquiry?"; "Inquiring into Pendulums in Manhattan, Montana"; "Creating an Inquiry-based Classroom"; "Implications for Curriculum"; "Planning an Inquiry Lesson"; "Classroom Discourse and Questioning"; and "Challenges of Inquiry-based Teaching". Twenty-five resources, 8 support organizations, 16 on-line resources, and 13 suppliers are included. Contains 31 references. (DKM)

ED 413 189 SE 060 766

Stepanek, Jennifer

Science and Mathematics Standards in the Classroom: It's Just Good Teaching.

Northwest Regional Educational Lab., Portland, OR. School Improvement Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-06-00
Contract—RJ96006501
Note—35p.
Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Active Learning, Educational Change, Elementary Secondary Education, *Mathematics Instruction, Program Implementation, *Science Instruction, *Standards, Teacher Education, Teaching Methods
Identifiers—National Science Education Standards, NCTM Curriculum and Evaluation Standards, NCTM Professional Teaching Standards, Northwest Regional Educational Laboratory

Mathematics and science standards were created in response to concern throughout the United States about the performance of students in these areas and the demands of an increasingly scientific and technological world. Educators and community leaders recognize that students will need more mathematical and scientific knowledge both in their jobs and in their every day lives. The standards reflect current thinking about how students learn, emphasizing practices that allow students to construct their own knowledge and take an active role in the learning process. The national standards for mathematics and science provide clear goals for students and teachers, outlining what students should know and be able to do. The teaching strategies called for in the standards are closely tied to those of authentic pedagogy which include instructional activities that involve active learning. This publication summarizes the vision and rationale presented in the national standards documents and current literature on the topic. Strategies and resources for implementing a standards-based teaching approach are the main focus of this report. Sections include: "The Purpose of Standards"; "National Mathematics Standards"; "National Science Standards"; "Mathematics Teaching Standards"; "Science Teaching Standards"; "Implementing the Standards" and "Professional Development". Ten resources, 8 support organizations, and 17 on-line resources are listed. Contains 41 references. (DKM)

ED 413 190 SE 060 768

Planet Neighborhood. [Videotape.].

National Academy of Engineering, Washington, D.C.; WETA - TV, Washington, DC.
Spons Agency—National Science Foundation, Arlington, VA.; Surdna Foundation, Inc., New York, N.Y.
Pub Date—1997-00-00
Note—0p.; Includes companion Teacher's Guide, Community Guide, and Viewer's Guide.
Available from—WETA Public Television, 2775 S. Quincy Street, Arlington, VA 22206.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Non-Print Media (100)
Document Not Available from EDRS.
Descriptors—Alternative Energy Sources, Community Involvement, *Consciousness Raising, Conservation (Environment), Ecology, Educational Television, *Environmental Education, Futures (of Society), Instructional Materials, Intermediate Grades, Learning Activities, Partnerships in Education, Pollution, Science Education, Secondary Education, *Sustainable Development, Teaching Guides, Videotape Cassettes
Identifiers—Composting, Environmental Awareness, Global Awareness, Public Broadcasting Service

This multimedia environmental project aims to raise public awareness about the environmental and economic benefits of recently developed green technologies designed to protect the environment. The heart of the project is a three-part television series on the Public Broadcasting Service whose areas are home, work and community. Topics include old home retrofitting and new green homes, industrial ecology, and water purity and the integrated green city plan. This videotape and the accompanying guides are designed to complement the television series. The viewer's guide describes the project and offers guidelines on compost piles and becoming a green consumer, and explores such consumer issues as drinking water, energy-saving appliances, automobile redesign, and sustainable communities. The teacher's guide contains activities arranged in sections according to the three program areas. Activities explore such topics as insulation properties, window orientation, compost pile ecosystems, electricity generation, and alternative waste disposal. The community guide was designed for community educators collaborating with families, schools, businesses, and other community groups. It includes sections on community problem-solving processes, successful community projects, and resources. The videocassette contains three 10-minute modules of highlights of each television program: recycling and composting; automobile recycling technology; and wetlands as living water treatment plants. (PVD)

ED 413 191 SE 060 771

St. John, Katherine, Comp.

A Guide to Funding Resources. Revised Edition. Rural Information Center Publication Series, No. 56.

Agricultural Research Center (USDA), Beltsville, MD.
Report No. —RICPS-56; ISSN-1056-9685
Pub Date—1997-09-00
Note—61p.
Available from—Rural Information Center, National Agriculture Library, Room 304, Beltsville, MD 20705-2351.
Pub Type— Guides - General (050) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Awards, Databases, Foundation Programs, *Fund Raising, *Grants, *Grantsmanship, *Private Financial Support, Proposal Writing, *Public Support, Resource Materials, *State Aid

This guide is a compilation of information from both governmental and private sources on funding opportunities available to local governments, small businesses, organizations, associations, groups, and individuals. The directories, catalogs, guides, newsletters, annual reports, computer database services, and other resources cited in this directory cover available grants and funding, information on the grantseeking process, analyses of grantmaking programs, tips for proposal writing and presentation development, and bibliographies of additional resources. This guide also includes an overview of the funding process including an explanation of public funding, private funding, steps in the funding process, and getting started. (PVD)

ED 413 192 SE 060 779

Achieving World Class Standards in Math and Science.

National Alliance of Business, Inc., Washington, DC.
Pub Date—1997-06-00
Note—10p.
Available from—National Alliance of Business, 1201 New York Avenue N.W., Washington, DC 20005.
Journal Cit—Workforce Economics Trends; Jun 1997
Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement Rating, *Cross Cultural Studies, *Educational Change, Elementary Secondary Education, Foreign Countries, Grade 4, Grade 8, *Mathematics Achievement, *Mathematics Education, National Competency Tests, *Science Education
Identifiers—*Third International Mathematics and Science Study

The Third International Math and Science Study (TIMSS) provides an opportunity to benchmark student achievement against world class standards and to examine the influences of curriculum, textbooks, and educational systems on student achievement. Findings indicate that U.S. students at the fourth grade above the international average in both math and science, but at the eighth grade they perform about average in science and below average in math. The issue examines some of the factors that are important in influencing students' achievement in math and science. Graphics and tables presenting some results of TIMSS comparing the status of U.S. students with students from other countries are included. (ASK)

ED 413 193 SE 060 784

Bernard, Robin

The Amazing Animal Activity Book: Dozens of Hands-on Projects That Teach across the Curriculum. Grades 1-3.

Report No.—ISBN-0-590-96404-6
Pub Date—1997-00-00
Note—112p.
Available from—Scholastic Inc., 555 Broadway,

New York, NY 10012.
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Animals, Creative Development, Educational Games, *Elementary School Science, *Hands on Science, *Instructional Materials, Primary Education, *Science Activities, Science Education, Student Interests, Teaching Guides, *Wildlife

The activities in this book are designed to encourage children's scientific curiosity as well as their creativity. Activities include puppet making, word scrambles, matching exercises, crossword and jigsaw puzzles, mobiles, games, mini books, coloring activities, Venn diagrams, and plays. These activities are intended as a foundation for children to learn about characteristics that define different animal groups. Animals are grouped by chapter into classes of mammals, reptiles, amphibians, fish, and birds. The final chapter brings all animals together under the animal kingdom heading to explore the many things animals from different classes have in common. Each section begins with supportive background information for teachers followed by student activities which include a materials list and instructions for the teacher, resource lists, a reference page for students, and reproducible activity sheets. Suggestions are included for integrating activities into the curriculum. (PVD)

ED 413 194 SE 060 786

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Alabama. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
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Report No. —NCES-97-499-AL
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Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Alabama, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Alabama, 2,186 students in 96 public schools were assessed. This report describes the science proficiency of Alabama eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Alabama students had an average proficiency of 139 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Alabama or the nation. At the eighth grade, White students in Alabama had an average science scale score that was higher than those of Black and Hispanic students. (NB/MAD)

ED 413 195 SE 060 787

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Alaska. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-AK
Pub Date—1997-09-00
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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Alaska, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Alaska, 1,517 students in 55 public schools were assessed. This report describes the science proficiency of Alaska eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Alaska students had an average proficiency of 153 compared to 148 throughout the United States. The average science scale score of males was higher than that females in Alaska; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Alaska had an average science scale score that was higher than those of Hispanic and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (DDR/NB)

ED 413 196 SE 060 788

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Arizona. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-AZ
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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Arizona, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Arizona, 2,151 students in 94 public schools were assessed. This report describes the science proficiency of Arizona eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Arizona students had an average proficiency of 145 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Arizona or the nation. At the eighth grade, White students in Arizona had an average science scale score that was higher than those of Black, Hispanic, and American Indian students. (DDR/NB)

ED 413 197 SE 060 789

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Arkansas. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

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Pub Type— Information Analyses (070) — Reports - Research (143)

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Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Arkansas, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Arkansas, 1,858 public school and 89 nonpublic school students in 76 public schools and 6 nonpublic schools were assessed. This report describes the science proficiency of Arkansas eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Arkansas students had an average proficiency of 144 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Arkansas; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Arkansas had an average science scale score that was higher than those of Black and Hispanic students. In Arkansas at grade 8, the average scale score of public school students (144) was lower than that of nonpublic school students (167). (DDR/NB)

ED 413 198 SE 060 790

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for California. Findings from the National Assessment of Educational Progress.

National Assessment of Educational Progress, Princeton, NJ.; Educational Testing Service, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*California, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In California, 2,292 students in 101 public schools and 14 nonpublic schools were assessed. This report describes the science proficiency of California eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, California students had an average proficiency of 138 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either California or the nation. At the eighth grade, White students in California had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. In California at grade 8, the average scale score of public school students (138) was lower than that of nonpublic school students (161). (DDR/NB) (NB/MAD)

ED 413 199 SE 060 791

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Colorado. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

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Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Colorado, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Colorado, 2,514 students in 108 public schools were assessed. This report describes the science proficiency of Colorado eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Colorado students had an average proficiency of 155 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Colorado; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Colorado had an average science scale score that was higher than those of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (DDR/NB)

ED 413 200 SE 060 792

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Connecticut. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Connecticut, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Connecticut, 2,489 students in 102 public schools were assessed. This report describes the science proficiency of Connecticut eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Connecticut students had an average proficiency of 155 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Connecticut or the nation. At the eighth grade, White students in Connecticut had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islanders students. (DDR/NB)

ED 413 201 SE 060 793

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Delaware. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-DE

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Delaware, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Delaware, 1,903 students in 30 public schools were assessed. This report describes the science proficiency of Delaware eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Delaware students had an average proficiency of 142 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Delaware or the nation. At the eighth grade, White students in Delaware had an average science scale score that was higher than those of Black and Hispanic students. (DDR/MAD)

ED 413 202 SE 060 794

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science Report for Department of Defense Dependents Schools. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-DoDDS-8

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Dependents Schools, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In the Department of Defense Dependents Schools (DoDDS), 2,223 students in 58 public schools were assessed. This report describes the science proficiency of DoDDS eighth-graders, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, DoDDs students had an average proficiency of 155 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in the DoDDs; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in the DoDDS had an average science scale score that was higher than those of Black, Hispanic, and Asian/Pacific Islander students. (DDR/NB)

ED 413 203 SE 060 795

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science Report for Department of Defense Domestic Dependent Elementary and Secondary Schools. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education

Statistics (ED), Washington, DC.
Report No. —NCES-97-499-DDESS-8
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Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Dependents Schools, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS), 602 students in 11 public schools were assessed. This report describes the science proficiency of DDESS eighth-graders, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, DDESS students had an average proficiency of 153 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in the DDESS; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in the DDESS had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 204 SE 060 796

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for District of Columbia. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-DC
Pub Date—1997-09-00
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Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*District of Columbia, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In District of Columbia (D.C.), 1,700 students in 33 public schools were assessed. This report describes the science proficiency of District of Columbia eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, District of Columbia students had an average proficiency of 113 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either the District of Columbia or the nation. At the eighth grade, Black students in the District of Columbia had an average science scale score that was higher than that of Hispanic students. (DDR/NB)

ED 413 205 SE 060 797

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Florida. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-FL
Pub Date—1997-09-00
Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Florida, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Florida, 2,353 students in 105 public schools were assessed. This report describes the science proficiency of Florida eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Florida students had an average proficiency of 142 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Florida or the nation. At the eighth grade, White students in Florida had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 206 SE 060 798

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Georgia. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-GA

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/

96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Georgia, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Georgia, 2,470 students in 100 public schools were assessed. This report describes the science proficiency of Georgia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Georgia students had an average proficiency of 142 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Georgia or the nation. At the eighth grade, White students in Georgia had an average science scale score that was higher than those of Black and Hispanic students. In Georgia at grade 8, the average scale score of public school students (142) was lower than that of nonpublic school students (166). (DDR/NB)

ED 413 207 SE 060 799

O'Sullivan, Christine Y. Jerry, Laura Herr, Fiona Ballator, Nada

NAEP 1996 Science State Report for Guam. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-GU

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Guam, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Guam, 930 public schools and 198 nonpublic schools were assessed. This report describes the science proficiency of 6 public school and 8 nonpublic school eighth-graders, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Guam students had an average proficiency of 150 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Guam or the nation. At the eighth grade, White students in Guam had an average science scale score that was higher than those of Hispanic and Asian/Pacific Islander students. In Guam, at grade 8, the average scale score of public school students (120) was lower than that of nonpublic school students (147). (DDR/NB)

ED 413 208 SE 060 800

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Hawaii. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-HI

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Hawaii, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Hawaii, 2,153 students in 51 public schools were assessed. This report describes the science proficiency of Hawaii eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Hawaii students had an average proficiency of 135 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Hawaii or the nation. At the eighth grade, White students in Hawaii had an average science scale score that was higher than those of Black, Hispanic, and Asian/Pacific Islander students. (DDR/NB)

ED 413 209 SE 060 801

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Indiana. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-IN

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Indiana, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Indiana, 2,313 students in 96 public schools were assessed. This report describes the science proficiency of Indiana eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Indiana students had an average proficiency of 153 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Indiana or the nation. At the eighth grade, White students in Indiana had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 210 **SE 060 802**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Iowa. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Iowa, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Iowa, 2,172 public school and 246 nonpublic school students in 91 public schools and 14 nonpublic schools were assessed. This report describes the science proficiency of Iowa eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Iowa students had an average proficiency of 158 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Iowa or the nation. At the eighth grade, White students in Iowa had an average science scale score that was higher than those of Black and Hispanic students. In Iowa, at grade 8, the average scale score of public school students (158) was lower than that of nonpublic school students (167). (DDR/NB)

ED 413 211 **SE 060 803**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Kentucky. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-KY

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Kentucky, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Kentucky, 2,459 public school and 260 nonpublic school students in 100 public schools and 13 nonpublic schools were assessed. This report describes the science proficiency of Kentucky eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Kentucky students had an average proficiency of 147 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Kentucky or the nation. At the eighth grade, White students in Kentucky had an average science scale score that was higher than those of Black and Hispanic students. In Kentucky at grade 8, the average scale score of public school students (147) was lower than that of nonpublic school students (159). (DDR/NB)

ED 413 212 **SE 060 804**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Louisiana. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

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Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Louisiana, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4,8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Louisiana, 2,615 public school and 424 nonpublic school students in 111 public schools and 21 nonpublic schools were assessed. This report describes the science proficiency of Louisiana eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Louisiana students had an average proficiency of 132 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Louisiana; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Louisiana had an average science scale score that was higher than those of Black and Hispanic students. In Louisiana at grade 8, the average scale score of public school students (132) was lower than that of nonpublic school students (156). (DDR/NB)

ED 413 213 SE 060 805

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Maine. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-ME

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Maine, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Maine, 2,254 students in 95 public schools were assessed. This report describes the science proficiency of Maine eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Maine students had an average proficiency of 163 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Maine; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Maine had an average science scale score that was higher than that of Hispanic students. (DDR/NB)

ED 413 214 SE 060 806

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Maryland. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-MD

Pub Date—1997-09-00

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Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Maryland, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Maryland, 2,092 students in 89 public schools were assessed. This report describes the science proficiency of Maryland eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Maryland students had an average proficiency of 145 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Maryland or the nation. At the eighth grade, White students in Maryland had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (DDR/NB)

ED 413 215 SE 060 807

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Massachusetts. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-MA

Pub Date—1997-09-00

Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Massachusetts, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Massachusetts, 2,287 public school and 335 nonpublic school students in 98 public schools and 21 nonpublic schools were assessed. This report describes the science proficiency of Massachusetts eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Massachusetts students had an average proficiency of 157 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Massachusetts; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Massachusetts had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. In Massachusetts at grade 8, the average scale score of public school students (157) was not significantly different from that of nonpublic school students (161). (DDR/NB)

ED 413 216 SE 060 808

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Michigan. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-MI

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Michigan, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Michigan, 2,186 public school and 332 nonpublic school students in 92 public schools and 21 nonpublic schools were assessed. This report describes the science proficiency of Michigan eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Michigan students had an average proficiency of 153 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Michigan; nationwide, however, the performance of males did not differ significantly from that of females. At the 8th grade, White students in Michigan had an average science scale score that was higher than those of Black and Hispanic students. In Michigan at grade 8, the average scale score of public school students (153) was not significantly different from that of nonpublic school students (158). (DDR/NB)

ED 413 217 SE 060 809

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Minnesota. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-MN

Pub Date—1997-09-00

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Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Minnesota, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Minnesota, 2,383 public school and 247 nonpublic school students in 95 public schools and 19 nonpublic schools were assessed. This report describes the science proficiency of Minnesota eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Minnesota students had an average proficiency of 159 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Minnesota or the nation. At the eighth grade, White students in Minnesota had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. In Minnesota at grade 8, the average scale score of public school students (159) was lower than that of nonpublic school students (166) (DDR/NB)

ED 413 218 SE 060 810

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Mississippi. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-MS

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—*Mississippi, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The

NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Mississippi, 2,469 students in 103 public schools were assessed. This report describes the science proficiency of Mississippi eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Mississippi students had an average proficiency of 133 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Mississippi or the nation. At the eighth grade, White students in Mississippi had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 219 SE 060 811

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Missouri. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-MO
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Missouri, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Missouri, 2,389 public school and 365 nonpublic schools in 105 public schools and 24 nonpublic schools were assessed. This report describes the science proficiency of Missouri eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Missouri students had an average proficiency of 151 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Missouri or the nation. At the eighth grade, White students in Missouri had an average science scale score that was higher than those of Black and Hispanic students. In Missouri at grade 8, the average scale score of public school students (151) was lower than that of nonpublic school students (167). (DDR/NB)

ED 413 220 SE 060 812

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Montana. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-MT
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—*Montana, National Assessment of Educational Progress, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Montana, 2,029 public school and 154 nonpublic school students in 79 public schools and 13 nonpublic schools were assessed. This report describes the science proficiency of Montana eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Montana students had an average proficiency of 162 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Montana or the nation. At the eighth grade, White students in Montana had an average science scale score that was higher than those of Hispanic and American Indian students. In Montana at grade 8, the average scale score of public school students (162) was not significantly different from that of nonpublic school students (158). (DDR/NB)

ED 413 221 SE 060 813

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Nebraska. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-NE
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, *Nebraska, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Nebraska, 2,724 public school and 333 nonpublic school students in 120 public schools and 20 nonpublic schools were assessed. This report describes the science proficiency of Nebraska eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Nebraska students had an average proficiency of 157 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Nebraska; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Nebraska had an average science scale score that was higher than those of Black and Hispanic students. In Nebraska at grade 8, the average scale score of public school students (157) was lower than that of nonpublic school students (165). (DDR/NB)

ED 413 222 **SE 060 814**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Nevada. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-NV
Pub Date—1997-09-00
Note—62p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, *Nevada, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Nevada, 133 students in 8 nonpublic schools. Results were not reported for public schools because of low participation level. This report describes the science proficiency of Nevada eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Nevada nonpublic school students had an average proficiency of 159 compared to 162 for nonpublic school students throughout the United States. In Nevada, the average science scale score of students attending nonpublic schools (159) was not significantly different from that of nonpublic school students across the nation (162). (DDR/NB)

ED 413 223 **SE 060 815**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for New Hampshire. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-NH
Pub Date—1997-09-00
Note—62p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, *New Hampshire, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In New Hampshire, 179 nonpublic school students in 12 nonpublic schools. Results were not reported for public schools because of low participation level. This report describes the science proficiency of New Hampshire eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, New Hampshire nonpublic school students had an average proficiency of 176 compared to 162 for nonpublic school students throughout the United States. In New Hampshire, the average science scale score of students attending nonpublic schools (176) was higher than that of nonpublic school students across the nation (162). (DDR/NB)

ED 413 224 **SE 060 816**

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for New Mexico. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-NM
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, *New Mexico, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In New Mexico, 2,377 public school and 230 nonpublic school students in 90 public schools and 13 nonpublic schools were assessed. This report describes the science proficiency of New Mexico eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, New Mexico students had an average proficiency of 141 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in New Mexico; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in New Mexico had an average science scale score that was higher than those of Hispanic and American Indian students. In New Mexico at grade 8, the average scale score of public school students (141) was lower than that of nonpublic school students (164). (DDR/NB)

ED 413 225 SE 060 817

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for New York. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-NY

Pub Date—1997-09-00

Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *New York, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In New York, 1,876 public school and 514 nonpublic school students in 82 public schools and 28 nonpublic schools were assessed. This report describes the science proficiency of New York eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, New York students had an average proficiency of 146 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either New York or the nation. At the eighth grade, White students in New York had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. In New York at grade 8, the average scale score of public students (146) was not significantly different from that of nonpublic school students (149). (DDR/NB)

ED 413 226 SE 060 818

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for North Carolina. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-NC

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *North Carolina, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In North Carolina, 2,616 students in 107 public schools were assessed. This report describes the science proficiency of North Carolina eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, North Carolina students had an average proficiency of 147 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either North Carolina or the nation. At the eighth grade, White students in North Carolina had an average science scale score that was higher than those of Black, Hispanic, and American Indian students. (DDR/NB)

ED 413 227 SE 060 819

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for North Dakota. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-ND

Pub Date—1997-09-00

Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *North Dakota, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In North Dakota, 2,489 public school and 160 nonpublic school students in 108 public schools and 10 nonpublic schools were assessed. This report describes the science proficiency of North Dakota eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, North Dakota students had an average proficiency of 162 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either North Dakota or the nation. At the eighth grade, White students in North Dakota had an average science scale score that was higher than those of Hispanic and America Indian students. In North Dakota at grade 8, the average scale score of public school students (162) was no significantly different from that of nonpublic school students (168). (DDR/NB)

ED 413 228 SE 060 820

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Oregon. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-OR

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *Oregon, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Oregon, 2,275 students in 100 public schools were assessed. This report describes the science proficiency of Oregon eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Oregon students had an average proficiency of 155 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Oregon or the nation. At the eighth grade, White students in Oregon had an average science scale score that was higher than those of Hispanic students but was not significantly different from that of Asian/Pacific islander or American Indian students. (DDR/NB)

ED 413 229 SE 060 821

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Rhode Island. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-RI

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *Rhode Island, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Rhode Island, 2,087 students in 43 public schools were assessed. This report describes the science proficiency of Rhode Island eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Rhode Island students had an average proficiency of 149 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Rhode Island or the nation. At the eighth grade, White students in Rhode Island had an average science scale score that was higher than those of Black, Hispanic, and Asian/Pacific Islander students. (DDR/NB)

ED 413 230 SE 060 822

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for South Carolina. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-SC

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, *South Carolina, State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In South Carolina, 2,162 students in 91 public schools were assessed. This report describes the science proficiency of South Carolina eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, South Carolina students had an average proficiency of 139 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in South Carolina; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in South Carolina had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 231 SE 060 823

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Tennessee. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education

Statistics (ED), Washington, DC.
Report No. —NCES-97-499-TN
Pub Date—1997-09-00
Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Tennessee

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Tennessee, 2,287 students in 99 public schools were assessed. This report describes the science proficiency of Tennessee eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Tennessee students had an average proficiency of 143 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Tennessee or the nation. At the eighth grade, White students in Tennessee had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 232 SE 060 824
O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona
NAEP 1996 Science State Report for Texas. Findings from the National Assessment of Educational Progress.
Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-TX
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Texas

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Texas, 2,300 public school and 130 nonpublic school students in 102 public schools and 7 nonpublic schools were assessed. This report describes the science proficiency of Texas eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Texas students had an average proficiency of 145 compared to 148 throughout the United States. The average science scale score for eighth graders in public schools in Texas was 145. This average did not differ significantly from that for public school students across the nation (148). (DDR/NB)

ED 413 233 SE 060 825
O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona
NAEP 1996 Science State Report for Utah. Findings from the National Assessment of Educational Progress.
Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-UT
Pub Date—1997-09-00
Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)
Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Utah

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Utah, 2,715 students in 94 public schools were assessed. This report describes the science proficiency of Utah eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Utah students had an average proficiency of 156 compared to 148 throughout the United States. The average science scale score of males was higher than that of females in Utah; nationwide, however, the performance of males did not differ significantly from that of females. At the eighth grade, White students in Utah had an average science scale score that was higher than those of Hispanic and Asian/Pacific Islander students. (DDR/NB)

ED 413 234 SE 060 826
O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona
NAEP 1996 Science State Report for Vermont. Findings from the National Assessment of Educational Progress.
Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-499-VT
Pub Date—1997-09-00
Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."
Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8,

Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Vermont

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Vermont, 1,914 public school and 115 nonpublic school students in 78 public schools and 10 nonpublic schools were assessed. This report describes the science proficiency of Vermont eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Vermont students had an average proficiency of 157 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Vermont or the nation. At the eighth grade, White students in Vermont had an average science scale score that was higher than that of Hispanic students. In Vermont at grade 8, the average scale score of public school students (157) was not significantly different from that of nonpublic school students (168). (DDR/NB)

ED 413 235 SE 060 827

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Virginia. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-VA

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Virginia, 2,552 students in 106 public schools were assessed. This report describes the science proficiency of Virginia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Virginia students had an average proficiency of 149 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Virginia or the nation. At the eighth grade, White students in Virginia had an average science scale score that was higher than those of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (DDR/NB)

ED 413 236 SE 060 828

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Washington. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-WA

Pub Date—1997-09-00

Note—134p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Washington

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Washington, 2,501 public school and 215 nonpublic school students in 105 public schools and 11 nonpublic schools were assessed. This report describes the science proficiency of Washington eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Washington students had an average proficiency of 150 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Washington or the nation. At the eighth grade, White students in Washington had an average science scale score that was higher than those of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. In Washington at grade 8, the average scale score of public school students (150) was lower than that of nonpublic school students (165). (DDR/NB)

ED 413 237 SE 060 829

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for West Virginia. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-WV

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *West Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In West Virginia, 2,602 students in 105 public schools were assessed. This report describes the science proficiency of West Virginia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, West Virginia students had an average proficiency of 147 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either West Virginia or the nation. At the eighth grade, White students in West Virginia had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 238 SE 060 830

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Wisconsin. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-WI

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Wisconsin

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Wisconsin, 2,148 students in 90 public schools were assessed. This report describes the science proficiency of Wisconsin eighth-graders, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Wisconsin students had an average proficiency of 160 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Wisconsin or the nation. At the eighth grade, White students in Wisconsin had an average science scale score that was higher than those of Black and Hispanic students. (DDR/NB)

ED 413 239 SE 060 831

O'Sullivan, Christine Y. Jerry, Laura Ballator, Nada Herr, Fiona

NAEP 1996 Science State Report for Wyoming. Findings from the National Assessment of Educational Progress.

Educational Testing Service, Princeton, NJ.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-499-WY

Pub Date—1997-09-00

Note—132p.; For overall report, see ED 405 221. For other individual reports, see SE 060 786-831. "In collaboration with Audrey Champagne, Peggy Carr, Will Pfeiffenberger, and Mistilina Sato."

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5641; 1-800-424-1616 (limit one copy); also on NCES web site: http://nces.ed.gov/naep/96state

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Educational Change, *Grade 8, Hands on Science, Junior High Schools, *National Competency Tests, Problem Solving, *Science Education, Science Process Skills, Sex Differences, *Standardized Tests, *Student Evaluation, Tables (Data)

Identifiers—National Assessment of Educational Progress, State Science Assessment (NAEP), *Wyoming

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools, took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In Wyoming, 2,619 students in 67 public schools were assessed. This report describes the science proficiency of Wyoming eighth-graders, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, Wyoming students had an average proficiency of 158 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in either Wyoming or the nation. At the eighth grade, White students in Wyoming had an average science scale score that was higher than those of Hispanic and American Indian students. (DDR/NB)

ED 413 240 SE 060 833

Nelson, Barbara Scott, Ed.

Inquiry and the Development of Teaching: Issues in the Transformation of Mathematics Teaching. Center for the Development of Teaching Paper Series.

Education Development Center, Newton, MA. Center for the Development of Teaching.

Pub Date—1995-12-00

Note—68p.

Available from—Center for the Development of Teaching, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060.

Pub Type— Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Change, Elementary Secondary Education, Knowledge Base for Teaching, Mathematics Education, *Mathematics Teachers, *Professional Development, Reflective Teaching, *Teacher Empowerment, Teaching Methods

The set of papers collected in this anthology were developed from presentations given at the 16th meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), November 5-8, 1994, in Baton Rouge, Louisiana. These papers provide conceptual explorations of dimensions of teacher change such as the nature of teachers' mathematical knowledge and its role in informing their instructional options; the role that curricular and other material resources can play in the process of teacher change; and the effect of a new culture for teaching that legitimatizes curiosity, reflection, and critical colleagueship. Chapters contained in this report include: (1) "Learning Mathematics while Teaching" (Susan Jo Russell, Deborah Schifter, Virginia Bastable, Lisa Yaffee, Jill B. Lester, Sophia Cohen); (2) "Teachers' Changing Conceptions of the Nature of Mathematics: Enactment in the Classroom" (Deborah Schifter); (3) "Affective Issues in Developing Mathematics Teaching Practice" (Lynn T. Goldsmith and Linda Ruiz Davenport); (4) "Transforming Mathematics Teaching in Grades K-8: How Narrative Structures in Resource Materials Help Support Teacher Change" (Linda Ruiz Davenport and Annette Sassi); and (5) "Teacher Inquiry Groups: Collaborative Explorations of Changing Practice" (James K. Hammerman). (ASK)

ED 413 241 SE 060 841

Kopp, Jaine Hosoume, Kimi

Treasure Boxes. Teacher's Guide. LHS GEMS.

California Univ., Berkeley. Lawrence Hall of Science.

Report No.—ISBN-0-912511-36-2

Pub Date—1997-00-00

Note—160p.

Available from—GEMS, University of California-Berkeley, Lawrence Hall of Science, Berkeley, CA 94720-5200.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Algebra, Class Activities, *Classification, Classroom Communication, Cooperative Learning, Creative Thinking, Educational Resources, Elementary Education, Functions (Mathematics), Geometry, Mathematical Concepts, *Mathematics Instruction, Number Concepts, *Problem Solving, Skill Development, Statistics, Teaching Guides

Identifiers—Discrete Mathematics, Great Explorations in Math and Science, Patterns (Mathematics)

Collections of small objects have often been used in mathematics programs to develop classification and patterning skills. This book synthesizes that body of experience to create a new and original sequence of activities that build upon each other in order to draw out the greatest possible educational richness from the treasures. Treasure Boxes is a unit in which students use collections of small, interesting objects in an innovative series of mathematics activities for grades K-3. Working with these treasures provides fresh and exciting ways for students to learn and grow. Motivated by the appeal of the treasure boxes, students actively observe, compare, describe, organize, communicate, record, and draw conclusions. Some of the mathematical concepts emphasized in these activities include discrete mathematics, geometry, patterns, number sense, measurement, and statistics. (ASK)

ED 413 242 SE 060 842

Goodman, Jan M. Kopp, Jaine

Group Solutions, Too! More Cooperative Logic Activities for Grades K-4. Teacher's Guide. LHS GEMS.

California Univ., Berkeley. Lawrence Hall of Science.

Report No.—ISBN-0-912511-38-9

Pub Date—1997-00-00

Note—200p.

Available from—GEMS, University of California-Berkeley, Lawrence Hall of Science, Berkeley, CA 94720-5200.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Algebra, *Class Activities, Classroom Communication, *Cooperative Learning, Educational Resources, Elementary Education, Functions (Mathematics), Geometry, Mathematical Concepts, *Mathematics Instruction, Number Concepts, *Problem Solving, Science Instruction, Statistics

Identifiers—Discrete Mathematics, Great Explorations in Math and Science, Patterns (Mathematics)

There is evidence that structured cooperative logic is an effective way to introduce or reinforce mathematics concepts, explore thinking processes basic to both math and science, and develop the important social skills of cooperative problem-solving. This book contains a number of cooperative logic activities for grades K-4 in order to improve skills such as cooperation, problem solving, using the process of elimination, reasoning, communicating, visual discrimination, sequencing, spatial visualization, recognizing shapes, rearranging, and manipulating shapes. Mathematical concepts covered include geometry, number sense, patterns, discrete mathematics, statistics and probability, function, and algebra. (ASK)

ED 413 243 SE 060 846

Mathematics and Science Content Standards and Curriculum Frameworks: States Progress on Development and Implementation, 1997.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

Spons Agency—National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.

Report No.—ISBN-1-8884037-36-4

Pub Date—1997-00-00

Contract—REC-95-54462

Note—154p.

Available from—Council of Chief State School Officers, Attn: Publications, One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1431 ($18).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Research, Educational Change, Elementary Secondary Education, *Mathematics Education, National Curriculum, *Science Education, *Standards, State Curriculum Guides

Identifiers—Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO), collaborating with Policy Studies Associates and a panel of experts in mathematics and science education, has completed a study of states' curriculum frameworks development and standards-setting from 1994. The Council study analyzed the content and quality of state frameworks and standards documents and examined how states are working with local educators on implementation. This report describes the changing landscape of framework development and standards-setting in the United States and identifies emerging issues for practitioners and policy makers. The study was conducted with three kinds of data concerning the current situation of state standards and frameworks in mathematics and science. A concept mapping analysis of all state curriculum frameworks and standards documents in mathematics and science was completed. In order to identify all current state documents, works in progress, and dissemination and implementation activities, interviews were held with state mathematics and science education specialists. With the aggregated information from these sources, a report that focuses on current and emerging policy issues pertaining to the implementation of standards-based reform in mathematics and science education was developed. Contains 27 references. (Author/ASK)

ED 413 244 SE 060 849

Doherty, Paul Rathjen, Don

The Cool Hot Rod & Other Electrifying Experiments on Energy and Matter. The Exploratorium Science Snackbook Series.

Exploratorium, San Francisco, CA.

Report No.—ISBN-0-471-11518-5

Pub Date—1996-00-00

Note—100p.; For related document, see SE 060 745.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Active Learning, *Demonstrations (Science), Elementary Secondary Education, Energy, Exhibits, *Hands on Science, *Inquiry, Instructional Materials, Learning Activities, Matter, Museums, *Physics, Science Education, Science Experiments, Science Teaching Centers, *Scientific Concepts, Teaching Guides

Identifiers—Exploratorium CA

Exploratorium Science Snacks are miniature versions of some of the most popular exhibits at the Exploratorium, San Francisco's (California) museum of science, art, and human perception. Nearly 100 teachers worked with Exploratorium staff members to create scaled-down versions of exhibits that teachers could make using common, inexpensive, readily-available materials. This book on energy and matter is one of a series of the Exploratorium Science Snackbook Series. The Snacks are divided into easy-to-follow sections that include instructions, advice, and helpful hints. Each Snack begins with a drawing of the original, full-sized exhibit on the museum floor and a photograph of the scaled-down version that teachers can make. A short paragraph introduces the exhibit, followed by materials needed and suggestions on how to find the materials. Other sections give assembly instructions, descriptions for using the completed exhibits, and explanations of the science concepts behind them. A section called "etc." offers interesting bits of additional scientific and historical information. Sample demonstrations include an electric flea circus made with static electricity, heat waves in an aquarium, simple motors, and a portable cloud in a bottle made with the help of water, a match, and a rubber glove. (PVD)

ED 413 245 SE 060 854

Monk, John S.

Collection Development Policy.

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Report No. —ENC-97-017

Pub Date—1996-09-00

Contract—R392126001

Note—31p.

Available from—Eisenhower National Clearinghouse, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1079.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Clearinghouses, Curriculum Development, *Educational Resources, Elementary Secondary Education, Information Dissemination, Information Management, *Information Policy, Mathematics Education, *Resource Materials, *Science Education

Identifiers—*Eisenhower National Clearinghouse

This document outlines the collection development policies for the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC). It details the clientele the collection is intended to serve, the scope and boundary of the collection, the methods employed to identify and acquire resources for the collection, the selection and prioritization process, and general collection maintenance considerations. The policies outlined here are those used by ENC staff to develop and maintain the physical and online collections. The physical collection contains those items obtained by the Clearinghouse and stored in the on-site repository or at the Capital Collection at The George Washington University (Washington, D.C.). The online collection consists of electronic resources such as computer databases containing images and text, World Wide Web, Gopher, and other resources that exist only as electronic files that can be made available to ENC clientele through Internet links using references in the ENC catalog or links within ENC Online, the ENC website. (PVD)

ED 413 246 SE 060 856

Doig, Brian

What Makes Scientific Dialogue Possible in the Classroom?

Pub Date—1997-03-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997). For related documents, see SE 060 857-858.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Creative Teaching, Dialogs (Language), *Discourse Analysis, Discussion (Teaching Technique), Educational Research, Elementary Education, Epistemology, Foreign Countries, *Group Discussion, *Group Dynamics, *Interpersonal Communication, Learning Strategies, Philosophy, Science Activities, *Science Education, Small Group Instruction, Student Behavior, Verbal Communication

Identifiers—United Kingdom

This paper focuses on the scientific dialogue of a small group following an experiment on motion under gravity. This research was designed to investigate ways in which practical activities can be used to foster links between upper elementary children's spontaneous concepts and Newtonian mechanics. Implicit in this is the notion that teaching consists of inducting children into specific communities that share ways of acting, speaking, and representing objects and experiences. Interactions within a small group of Year 6 children were captured by a video camera and closely examined as to their place within scientific discourse. Initially the interactions had been thought of as discussion, a term used to describe the majority of verbal interactions between students and teachers. The current analysis attempts to uncover the ecology of the group's discussion or the set of rules by which interactions are governed within the group. The conclusions are presented as evidence for describing the group as engaging in scientific dialogue and for inferring solutions to the pedagogical issues raised by this video episode. Key pedagogical issues include "How does dialogue differ from discussion?" and "What sort of environment is necessary for dialogue to occur?" Contains 22 references. (Author/PVD)

ED 413 247 SE 060 857

Williams, Julian

Scientific Dialogue as Evidence of Learning.

Pub Date—1997-03-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997). For related documents, see SE 060 856-858.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Constructivism (Learning), Creative Teaching, Dialogs (Language), *Discourse Analysis, Discussion (Teaching Technique), Educational Research, Elementary Education, Epistemology, Evaluation Methods, Experiential Learning, Foreign Countries, *Group Discussion, *Group Dynamics, *Interpersonal Communication, Learning Processes, Learning Strategies, Participant Observation, Philosophy, Science Activities, Science Education, Small Group Instruction, Student Behavior, Verbal Communication

Identifiers—United Kingdom

This paper focuses on the evidence of learning in children engaged in small-group discussion with a teacher. The children are considered to have learned if they show progress in the explanations they make, the language they use in the dialogue, or the understanding they show of the dialogue. Motives of the participants in this dialogue are analyzed and the teaching-learning process is considered to be the resolution of productive misunderstandings between everyday notions and scientific notions. The concluding discussion draws implications and raises questions about the role of the teacher in scientific dialogue. It is proposed that teachers might understand their role partly as a learner investigating the children's understandings, and partly as a guide who validates productive ideas and introduces scientific language to help the dialogue advance. Strengths of activity theory as an analytical tool for the classroom discussed include action-on-dialogue as a unit of analysis and activity system for the analysis of a community in dialogue. Contains 26 references. (Author/PVD)

ED 413 248 SE 060 858

Groves, Susie

Making Progress through Scientific Dialogue.

Pub Date—1997-03-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997). For related documents, see SE 060 856-857.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Concept Formation, Constructivism (Learning), Creative Teaching, Dialogs (Language), *Discourse Analysis, Discussion (Teaching Technique), Educational Research, Elementary Education, Epistemology, Experiential Learning, Foreign Countries, *Group Dynamics, Interpersonal Communication, Learning Processes, Learning Strategies, Philosophy, Science Activities, Science Education, Small Group Instruction, Student Behavior, Verbal Communication

Identifiers—*Cognitive Conflict, United Kingdom

Discussion about and reflection upon observations which produce cognitive conflict have frequently been promoted as a strategy to enhance conceptual development in science classrooms. As part of the Practical Mechanics in Primary Mathematics project, teachers were urged to elicit children's views and attempt to establish what is now called scientific dialogue in their classrooms. This paper analyzes a segment of a videotape showing a group of upper elementary children discussing data obtained from a practical activity where the data conflict with their intuitive models of motion. The analysis attempts to demonstrate the extent to which the dialogue is an example of "progressive classroom discourse" in terms of the notion of generating new understandings for participants. Evidence of such progress is seen as an important issue when teachers, regardless of their stated theoretical frameworks for teaching and learning, are seen to be generally uncomfortable with the notion that there may be no closure at the end of a lesson which is based on genuine dialogue. Contains 21 references. (Author)

SO

ED 413 249 SO 026 049

Thoman, Elizabeth, Ed.

Beyond Blame: Challenging Violence in the Media. Parent/Caregiver Classes and Groups Leader's Guide E.

Center for Media Literacy, Los Angeles, CA.

Report No.—ISBN-1-879419-15-7

Pub Date—1995-00-00

Note—72p.

Available from—Center for Media Literacy, 1962 South Shenandoah Street, Los Angeles, CA 90034; telephone: 310-559-2944.

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, *Mass Media, *Mass Media Effects, *Mass Media Role, Mass Media Use, Media Research, Popular Culture, Secondary Education, *Social Influences, Social Studies, Television, Television Viewing, *Violence

This program provides a new framework and approach for breaking the cycle of blame surrounding violent imagery in the culture and promotes an informed and rational public conversation about the topic. The goals of the program are to: (1) reduce exposure to media violence; (2) change the impact of violent images that are seen; (3) locate and explore alternatives to media that focus on violence to solve conflict; (4) uncover and challenge the cultural, economic and political supports for media violence; and (5) introduce skills of media advocacy and organizing for change. Core principles of the media literacy campaign are introduced along with teaching tips for parent and caregiver groups. Sessions in the packet include: (1) "Media Violence: What's It All About?"; (2) "Four Effects of Viewing Media Violence"; (3) "Challenging the Hollywood Role Model"; (4) "Movie Ratings and Reviews: How To Make Informed Choices"; (5) "Challenging the Myths of Media Violence"; (6) "Taking Charge at Home"; and (7) "Challenging Media Violence; Locally, Nationally, Globally!" Reproducible handouts accompany the sessions, which are tied to readings in another publication. (EH)

ED 413 250 SO 026 403

Raney, Mardell, Ed.

Workplace Civics & Government. Prospectus for a Multimedia Curriculum.

Agency for Instructional Technology, Bloomington, IN.; Center for Civic Education, Calabasas, CA.

Pub Date—1995-09-00

Note—52p.

Available from—Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120; telephone: 800-457-4509.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Citizen Participation, Citizenship Education, Civics, Community Resources, *Education Work Relationship, Educational Technology, Elementary Secondary Education, Instructional Materials, Interactive Video, *Law Related Education, *Multimedia Instruction, Optical Disks, Social Attitudes, Social Studies, *Work Environment

This guide is designed to help students understand civics and government as well as the social, organizational, and technological systems that effect citizenship. It proposes use of a multimedia curriculum intended to combine the skills, knowledge, and content of civics with the workplace. The guide provides a rationale for an interdisciplinary curriculum focusing on the workplace and on civics; an outline of topics, goals, and characteristics of the project; possible instructional techniques; course and lesson organization; student materials; and ideas about teacher training and support. The guide also includes operational suggestions useful in implementing the program such as state enrollment fees, focus questions, standards, essential concepts, and proposed illustrations. (TSV)

ED 413 251 SO 026 609

McGuire, Patricia, Ed. O'Brien, Edward L. Arbetman, Lee Mills, Vivian H. Pannell, Andrew

Street Law Mock Trial Manual.

National Inst. for Citizen Education in the Law, Washington, DC.

Pub Date—1984-00-00

Note—62p.

Available from—Social Studies School Service, 10200 Jefferson Boulevard, Culver City, CA 90232 ($12.95, Z-33).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Citizenship Education, Civil Law, Court Litigation, Criminal Law, Elementary Secondary Education, Evidence (Legal), Instructional Materials, *Law Related Education, Laws, Legal Problems, Social Studies, Teaching Guides, Teaching Methods

Identifiers—*Mock Trials, *Street Law

Designed to facilitate the expanded use of mock trials, this manual is divided into two principle sections—a teacher's guide and a student's guide. The teacher's guide contains specific advice to teachers on all aspects of preparing for a mock trial and seven specific lesson plans for a 2- to 3-week mock trial unit. Each lesson contains objectives and student activities. The student's guide includes three sections: (1) the trial process; (2) steps in a trial; (3) simplified rules of evidence. In conjunction with the manual, teachers should employ at least one set of case materials that include a statement of facts, four witness affidavits, and pieces of evidence. The manual concludes with six sets of case materials focusing on freedom of the press, criminal law (theft), child custody, contract dispute (consumer home repair), and small claims court (auto accident). (TSV)

ED 413 252 SO 026 881

Gardner, Nancy C., Ed. Thompson, Christine, Ed.

Visual Arts Research, 1994.

Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Report No.—ISSN-0736-0770

Pub Date—1994-00-00

Note—219p.; Published twice a year. Double-numbered as volume 20, numbers 1 and 2 and also as issues 39 and 40, respectively.

Available from—Visual Arts Research, 143 Art and Design Building, 408 Peabody Dr., Champaign, IL 61820.

Journal Cit—Visual Arts Research; v20 n1-2

1994

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Art Education, *Childrens Art, Cognitive Development, *Cognitive Processes, Cultural Awareness, Curriculum Development, *Educational Research, Elementary Secondary Education, *Evaluation Research, Nonverbal Communication, *Visual Arts

This document consists of the two issues of the journal "Visual Arts in Research" published in 1994. This journal focuses on the theory and practice of visual arts education from educational, historical, philosophical, and psychological perspectives. Number 1 of this volume includes the following contributions: (1) "Zooming in on the Qualitative Paradigm in Art Education: Educational Criticism, Ethnography, and Action Research" (Liora Bresler); (2) "Idea-Keepers: Young Children's Drawings and Writings" (Priscilla Lund); (3) "How Should Students' Progress and Achievements in Art Be Assessed? A Case for Assessment that Is Responsive to Diverse Students' Needs" (Enid Zimmerman); (4) "My School and Me: Children's Drawings in Postmodern Educational Research and Evaluation" (Jan Gamradt; Carolyn Staples); (5) "The Effects of Development, Manipulation of Objects, and Verbal Cues on Spatial Representation in Young Children's Drawings" (Patricia J. Guthrie); (6) "The Effects of Textual Information on Artistic Communication" (Gerald C. Cupchik; Larry Shereck; Stacey Speigel); (7) Facilitating Cooperative Art Museum-School Relationships: Museum Educators' Suggestions" (Denise Lauzier Stone); and (8) "Challenging Notions of Curriculum Development" (Lydia Dambekains). Number 2 contains: (1) "Artistic Development in Context: Emergence and Development of Pictorial Imagery in the Early Childhood Years" (Anna M. Kindler; Bernard Darras); (2) "Drawing as Representation: The Child's Acquisition of a Meaningful Graphic Language" (Claire Golumb); (3) "Deep Structures in Children's Art: Development and Culture" (John Matthews); (4) "An Inner Critic in Children's Artists' Bookmaking" (Steve Thunder-McGuire); (5) "The Case for Developmentally Appropriate Lessons: The Child and Art" (Julia Kellman); (6) "Children Understanding Diversity in Their Community: 'Are We Home Yet?'" (Priscilla Lund); (7) "Development of a Sophisticated Early Childhood Art Program: Collaboration and Discovery" (Elizabeth Goldsmith-Conley; Sandra Bales); (8) "Toward a Sensible Education: Inquiring into the Role of the Visual Arts in Early Childhood Education" (David W. Baker). (MM)

ED 413 253 SO 026 882

Gardner, Nancy C., Ed. Thompson, Christine, Ed.

Visual Arts Research, 1995.

Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Report No.—ISSN-0736-0770

Pub Date—1995-00-00

Note—173p.; Published twice a year. Double-numbered as volume 21, numbers 1 and 2 and also as issues 41 and 42, respectively.

Available from—Visual Arts Research, 143 Art and Design Building, 408 Peabody Dr., Champaign, IL 61820.

Journal Cit—Visual Arts Research; v21 n1-2 1995

Pub Type— Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Aesthetic Education, Art Criticism, *Art Education, Childrens Art, Cognitive Development, *Cognitive Processes, *Cross Cultural Studies, Educational Research, Elementary Secondary Education, Sculpture, *Teacher Attitudes, Visual Arts

This document consists of the two issues of the journal "Visual Arts Research" published in 1995. This journal focuses on the theory and practice of visual arts education from educational, historical, philosophical, and psychological perspectives. Number 1 of this volume includes the following contributions: (1) "Children's Sensitivity to Expression of Emotion in Drawings" (Andrew S. Winston; Brenda Kenyon; Janis Stewardson; Theresa Lepine); (2) "Second Grade Students Developing Art Historical Understanding" (Mary Erickson); (3) "The Importance of Conversations about Art with Young Children" (Marjorie Schiller); (4) "Sculpture: The Development of Three-Dimensional Representation in Clay" (Claire Golomb; Maureen McCormick); (5) "A Microethnographic Study of a Novice, Bicultural, Elementary Art Teacher: Context, Competencies, and Concerns" (Mary Stokrocki; Isabel White); (6) "A Cross-Cultural Assessment of the Maitland Graves Design Judgment Test Using U.S. and Nigerian Subjects" (Joseph Uduehi); (7) "When a Photograph is Judged Artistic: The Influence of Novelty and Affect" (Philip H. Marshall; Ashton G. Thornhill); (8) "Elementary Art Specialists' Comfort Level in Teaching in the Art Museum Setting" (Denise Lauzier Stone). Number 2 contains: (1) "Commonsense Aesthetics of Rural Children" (Norman H. Freeman; Daniella Sanger); (2) "A Cross-Cultural Assessment of the Maitland Graves Design Judgment Test Using U.S. and Nigerian Subjects" (Joseph Uduehi); (3) "Concurrent Viewing May Alter Verbal Reports about Artwork" (Lauren Sue Seifert); (4) "Color Adaptation for Color Deficient Learners" (Donald D. Johnson); (5) "Children's Representation Systems in Drawing Three-Dimensional Objects: A Review of Empirical Studies" (Eundeok Park; Bin I); (6) "An Examination of Untutored Thematic and Observational Drawings Made by Third- and Seventh-Grade Students" (Thomas M. Brewer); (7) "A Longitudinal Perspective of an Ethnography: The Life-World of a Beginning Teacher of Art Revisited" (David Hawke). (MM)

ED 413 254 SO 026 914

Willis, Wayne, Ed.

Proceedings of the Annual Meeting of the Southwest Society of Philosophy and History Education (44th, September 23-25, 1993, New Orleans, Louisiana).

Society of Philosophy and History of Education.

Pub Date—1994-00-00

Note—187p.

Journal Cit—Journal of Educational Philosophy and History; v44 1993

Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Comparative Education, *Educational Anthropology, *Educational History, *Educational Philosophy, Educational Principles, *Educational Theories, *Foundations of Education, Higher Education, Philosophy

This annual publication offers a collection of papers, essays, and speeches related to the history and philosophy of education. This volume contains: (1) "The Presidential Address: The Educational Revolution in Kentucky, or How To Build the Plane After You're Off the Ground" (Wayne Willis); (2) "The Seventh Annual William E. Drake Lecture: Was Bill Drake a Religious Person?" (William H. Fisher); (3) "Inferences from Studies about the Contradictory Role of Adult Education in the University" (Henry R. Weinstock); (4) "Critical Pedagogy, Liberalism, and Dewey" (David Snelgrove); (5) "The Privatization of Schools and the General Welfare" (Richard J. Elliott; Carol S. Stack); (6) "Character Education, Values Education, Equity Education and Politics: A Challenge to American Educators" (Fred D. Kierstead); (7) "The Junkyard Dog" (Stanley D. Ivie); (8) "The Dead Dog" (Stanley D. Ivie); (9) "Reconstruction and Deconstruction: Implications of Contemporary Critical Theory for Qualitative Research Techniques" (James D. Swartz); (10) "Derrida, Deconstruction, and Education Policy Analysis" (Charles J. Fazzaro); (11) "Reform and Reconstruction in Education: Commitment or Fad" (James Van Patten; James Bolding); (12) "Mind, Character, and the Deferral of Gratification; An Rx for Educational Change" (Louis Goldman); (13) "Pragmatic Conceptions of Community" (Sam Stack); (14) "International Partnerships in Education" (Margaret Clark; Annette Digby); (15) "A Study of the Degree of Progressivism among Arkansas Public School Superintendents: Implications for Educational Reform" (Ann E. Witcher); (16) "Education Philanthropist George Peabody (1795-1869), George Peabody College for Teachers, Nashville, and the Peabody Library and Conservatory of Music, Baltimore: A Brief History" (Franklin Parker; Betty J. Parker); (17) "It's All in the Way We Look At Things - Is It?" (Cornell Thomas); (18) "Men's Roles in Women's Studies: A Case in Point" (Joe L. Green); (19) "Somewhat Less than Perfect: Carl Schurz's Policies and the Indian Schools" (Karen McKellips); (20) "The Biography of a Radical Chinese Feminist and Revolutionary (1875-1907)" (Timothy J. Bergen, Jr.); (21) "New Theoretical Perspectives on Educational Organizations" (Spencer J. Maxcy); (22) "Images of African-American Teachers in the American South: A Colonized People, Carriers of the New Slavery, or Human Agents" (Clinton B. Allison); (23) "Paulo Freire's Influence on the Community of Faith, Through Religious Education" (John M. Townsend); (24) "The Educational Philosophy of Mao Zedong from 1949 to 1976" (Hanfu Mi); (25) "Major Paradigms for Educational Reform in Oregon" (Bill Cowart); (26) "The Hedge Schools and Education in the American South" (Karl J. Jost); (27) "Influences that Shaped Susan Blow's Involvement in Kindergarten Education" (Paul D. Travers); (28) "Kenneth D. Benne in Retrospect" (William H. Fisher); (29) "Effective Education for African American Students: A Cultural Model" (Barley L. McSwine); (30) "Thomas Jefferson After 250 Years" (Jed Arthur Cooper); (31) Minutes of Business Meeting; (32) Conference Program; and (33) Membership List. (EH)

ED 413 255 SO 026 995

Rath, Sharada

Administrative Values of the American Women State Public Administrators: An Empirical Study.

Indiana State Univ., Terre Haute. Center for Governmental Services.

Pub Date—1995-00-00

Contract—R119006563

Note—87p.

Available from—Indiana State University, Center for Governmental Services, Department of Political Science, Terre Haute, IN 47809; telephone: 812-237-2430.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Effectiveness, Government Employees, Higher Education, *Public Administration, Public Sector, Sex Bias, Sex Discrimination, Sex Stereotypes, *State Government, *Women Administrators, *Womens Studies

This study examines the administrative qualities held by women who are state public service personnel. The value sectors identified in the study are political acuity, professional efficiency and managerial competency. Primary empirical data was collected through survey. The empirical data analysis of the study conclude that though many women have entered into public administrative services in the post-1970 period, gender variation is significant with regard to the nature of the jobs to which they are fitted and with regard to their upward career-mobility. Women are being paid less as their jobs are considered less significant. But no substantive difference was noted in respect to the administrative values and competency of female and male public administrators. Contains over 150 references. (EH)

ED 413 256 SO 027 134

Panic of 1907.

Federal Reserve Bank of Boston, MA.

Pub Date—1990-00-00

Note—23p.; Photographs may not reproduce clearly.

Available from—Publications, Federal Reserve Bank of Boston, P.O. Box 2076, Boston, MA 02106-2076; telephone: 617-973-3459.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Banking, *Business Cycles, *Capitalism, *Economic Climate, Economic Development, Economics, High Schools, Modern

History, Monetary Systems, Social Studies, *United States History

Identifiers—Panic of 1907

This pamphlet recaps the chain of events known as The Bank Panic of 1907. Historians view this as a watershed event that had a lasting impact on the financial system of the United States. The panic resulted from the collapse of the United Copper Company and was averted with the intervention of John D. Rockefeller and the J. P. Morgan Company. The pamphlet is divided into three parts: (1) "In Which the Downfall of a Prominent Speculator Rocks the Financial System, and a Prominent Millionaire Saves the Day"; (2) "Panic of 1907: Movers and Shakers"; and (3) "Parallel History: Everyday People." (EH)

ED 413 257 SO 027 135

Public Debt: Private Asset. Government Debt and Its Role in the Economy.

Federal Reserve Bank of Chicago, IL.

Pub Date—1993-06-00

Note—13p.

Available from—Federal Reserve Bank of Chicago, Public Information Center, P.O. Box 834, Chicago, IL 60690-0834; telephone: 312-322-5111.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Banking, *Business Cycles, *Capitalism, *Economic Climate, Economic Development, Economics, *Financial Policy, High Schools, Investment, Monetary Systems, Social Studies

This is one of a series of essays adapted from articles in "On Reserve," a newsletter for economic educators published by the Federal Reserve Bank of Chicago. This pamphlet explains how public debt incurred by the federal government may not be necessarily bad from an economic perspective. The sections of the pamphlet include: (1) "Debt as an Asset"; (2) "Government Debt Instruments"; (3) "The Government in the Market"; (4) "The Auction"; and (5) "The Burden of Deficits." Contains a list of 11 additional readings. (EH)

ED 413 258 SO 027 136

Dunne, Gerald T.

A Christmas Present for the President: A Short History of the Creation of the Federal Reserve System.

Federal Reserve Bank of St. Louis, MO.

Pub Date—1990-00-00

Note—35p.; Reprinted from "Business Horizons," vol. 6, No. 4 (Winter 1996), pp. 43-60.

Available from—Federal Reserve Bank of St. Louis, Public Information, P.O. Box 442, St. Louis, MO 63166.

Pub Type— Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Banking, *Business Cycles, *Capitalism, *Economic Climate, Economic Development, Economics, *Federal Government, Financial Policy, High Schools, Investment, Monetary Systems, Social Studies, *United States History

Identifiers—Federal Reserve System

This booklet examines the political events of the year 1912 in which the idea of the Federal Reserve System came into reality. Excerpts from reminiscences, letters and newspapers of the time give an inside look at the divergent forces and personalities that were brought together to form the central banking system of the United States. Sections of the booklet include: (1) "Christmas 1912"; (2) "Two Opposing Solutions"; (3) "The Aldrich Plan"; (4) "Spring"; (5) "Bryan's Diminishing Opposition"; (6) "McAdoo's Compromise"; (7) "Summer"; (8) "Thunder on the Right"; (9) "Counterattack in the Center"; (10) "Thunder on the Left"; (11) "Autumn"; (12) "Progress at a Standstill"; (13) "The Crumbling Opposition"; (14) "Christmas 1913"; (15) "A Holiday Delayed"; and (16) "The Final Proceedings." Contains 18 references. (EH)

ED 413 259 SO 027 146

McDonough, Leslie B.

Foster Town History and Documents Located at the Tyler Free Library.

Pub Date—1996-00-00

Note—8p.; Printed on colored paper.

Pub Type— Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Archives, Depository Libraries, High Schools, *Local History, *Public Libraries, Social Studies, *State History

This annotated bibliography attempts to make the collection of the Tyler Free Library in Foster, Rhode Island, more accessible to anyone interested in the history of the town. The library has long been an unofficial repository of historical information and town documents for the community of Foster, Rhode Island. The library also houses the files of the Foster Preservation Society, which contain much historical and genealogical information about Foster and the surrounding area. The file is indexed and is available during library hours. The bibliography is divided into the following sections: (1) "Foster History and Folklore"; (2) "Comprehensive Planning"; (3) "Town Charter"; (4) "Schools/Education"; (5) "Zoning/Planning"; (6) "Tax Books"; and (7) "Maps." (EH)

ED 413 260 SO 027 150

Las Heroinas en el Mundo Mio y Yo (Myself and Women Heroes in My World).

National Women's History Project, Windsor, CA.

Report No.—ISBN-0-938625-35-7

Pub Date—1992-00-00

Note—84p.; For English version, see ED 402 226.

Available from—National Women's History Project, 7738 Bell Road, Windsor, CA, 95492; telephone: 707-838-6000.

Language—Spanish

Pub Type— Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Elementary Education, *Females, Primary Education, *Social Studies, *United States History, Womens Studies

Identifiers—Earhart (Amelia), *Heroes, Liliuokalani, Manzano (Sonia), Tallchief (Maria), Truth (Sojourner), Tubman (Harriet)

This book offers a series of lesson plans and resources for teaching young learners (K-3) about heroines in U.S. history. The book offers general guidelines for presentation of the materials as well as specific suggestions for individual lessons. Each lesson focuses on a particular historical figure and includes a biography, a lesson plan outline, sample discussion questions, and reproducible visual aids. The women explored in the guide are: Sojourner Truth, Harriet Tubman, Queen Liliuokalani, Amelia Earhart, Maria Tallchief, and Sonia Manzano. The final activity involves the student creating a personal history. Both the text and the materials are in Spanish. (KCM)

ED 413 261 SO 027 151

Gonnelli, Adam

Understanding the Federal Debt and Deficit.

Federal Reserve Bank of New York, NY.

Pub Date—1994-00-00

Note—25p.; Colored print and illustrations may not photocopy clearly.

Available from—Federal Reserve Bank of New York, Public Information Department, 33 Liberty Street, New York, NY 10045.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Banking, *Business Cycles, *Capitalism, *Economic Climate, Economic Development, Economics, *Federal Government, *Financial Policy, High Schools, Investment, Monetary Systems, Social Studies

Identifiers—*National Debt

This pamphlet defines "national debt," explains how the national debt is incurred by the federal government, and what deficits are. The sections of the pamphlet include: (1) "Definitions"; (2) "History"; (3) "Measurements"; (4) "Problems"; and (5) "Strategies." The text is written in a question-answer format with illustrations, graphs and charts to support the text. (EH)

ED 413 262 SO 027 443

Ghosn, Irma K.

You CAN Teach a Sneetch! Peace Education with Dr. Seuss.

Pub Date—1996-00-00

Note—6p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, Elementary Education, Instructional Materials, *Peace, *Social Bias, *Social Studies, *Stereotypes

Identifiers—Doctor Seuss

This lesson plan, for grades 4 to 6 and up, incorporates the Dr. Seuss story about Sneetches to teach children about sources of prejudice. The lesson also can be used to incorporate writing in the social studies. Six writing prompts are included. (EH)

ED 413 263 SO 027 444

DellaVecchia, Roxana M.

An Invitation to Becoming Cosmopolitan: Designing Curriculum for Membership in a Global Community.

Pub Date—1996-00-00

Note—18p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship, *Citizenship Education, Cultural Awareness, Educational Philosophy, Elementary Secondary Education, *Global Approach, *Global Education, *Group Unity, *Interdisciplinary Approach, Multicultural Education, Social Studies, World Affairs

This paper explores the steps necessary to develop a curriculum that encompasses the global community. The stages identified and explained include: (1) the call to membership or the need to belong; (2) the need to leave the walls of the school and journey outside the classroom; (3) the search for a leader; (4) the "transforming virtues" required to continue and perform required tasks; (5) performance of the task, or the mission; and (6) evaluation or assessment through multiple modes. Contains 19 refernces. (EH)

ED 413 264 SO 027 445

Chistolini, Sandra

Intercultural Education and Migrant Women: An Italian Perspective.

Pub Date—1996-00-00

Note—9p.; Paper presented at the Erasmus Intensive Programme (Rome, Italy, April 15-19, 1996).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Demography, Females, Foreign Countries, *Immigrants, *Migrants, *Migration, Migration Patterns, *Multicultural Education, Social Science Research, *Womens Studies

Identifiers—*Italy

This paper examines the reasons Italian women migrate to other countries. The paper asserts that, historically, women have been virtually ignored in the study of migration patterns. A growing consensus among experts is to consider migrations as a social phenomenon of global importance and under the banner of international cooperation. The reasons one leaves their country of origin are: to look for work, to escape poverty, to improve social status, to pursue a spirit of adventure, to avoid adverse political situations and natural calamities, to study, or to reunite a family. For women in particular one could add to this list leaving to sustain the migratory project of the husband. The study analyzes various migration patterns and the assimilation in the cultures of the immigrant groups. The paper includes the following sections: (1) "The Woman Who Emigrates"; (2) "The Describers of Emigration"; (3) "Values of the Woman Who Emigrates"; and (4) "The Challenge to Intercultural Education." Contains 10 references. (EH)

ED 413 265 SO 027 622
Daugherty, Michael K. Foehr, C. Regina Haynes, Thomas S. McBride, Lawrence W.
The Building Bridges Program: Connecting Secondary Teacher Preparation Programs To Foster Integrated Learning.
Pub Date—1996-00-00
Note—93p.; For related item, see ED 383 615.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Business Education, Higher Education, *Instructional Materials, *Interdisciplinary Approach, Language Arts, *Preservice Teacher Education, Secondary Education, Social Studies, *Teacher Education, Teacher Education Curriculum, Teacher Education Programs
Identifiers—Illinois State University

This packet describes the Building Bridges Program at Illinois State University, which integrates the secondary preservice teacher education curriculum across English, history/social science, technology and business education. The goal of the program is to prepare preservice secondary teachers with experiences that promote their understanding of how to initiate, develop and deliver integrated instruction to teachers from divergent disciplines.The program allows secondary education students the opportunity to examine closely the tenets of curriculum integration and then learn through practice. Since 1992, 450 future teachers have been exposed to integrated curriculum development through this program. The packet contains a description of the program and a schedule of student presentations of integrated units from October 9, 1996 and October 12, 1995. Each session presentation includes a unit description with curricular links, rationale, and objectives for the unit. (EH)

ED 413 266 SO 027 624
Larson, Bruce E.
Social Studies Teachers' Conceptions of Discussion: A Grounded Theory Study.
Pub Date—1996-00-00
Note—24p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 1996).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Discussion (Teaching Technique), Educational Research, High Schools, Qualitative Research, Social Studies, *Teaching Methods, Theories, *Theory Practice Relationship

This paper develops an initial theory of teachers' conceptions of classroom discussion. The paper examines the thoughts of six social studies teachers from suburban and urban high schools concerning characteristics and purposes of classroom discussions and factors that seem to influence teachers' uses of these conceptions. In-depth interviews and think-aloud tasks were analyzed using grounded theory's constant-comparative technique. Six conceptions emerged from the analysis of discussion: (1) recitation; (2) teacher-directed conversation; (3) open-ended conversation; (4) a series of challenging questions; (5) guided transfer of knowledge; and (6) practice of verbal interaction. An additional five factors emerged that seemed to influence the teachers' use of these conceptions of discussion. (EH)

ED 413 267 SO 027 627
Paulston, Rolland G.
Opening the Development Debate with Maps of Multiple Perspectives.
Pub Date—1996-00-00
Note—55p.; Paper presented at the "Moving Beyond the Poverty of Developmentalism" Conference (Pittsburgh, PA, November 8-9, 1996).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cartography, *Comparative Education, *Developing Nations, *Educational Development, Educational Planning, Higher Education, Maps, *Poverty

This paper identifies how comparative educators have chosen to visually represent the field of development education since about 1963. This is an attempt to historicize the vision as scholars struggle with the representational dilemmas and opportunities of late modernity/postmodernity. The paper is organized in three parts. Part 1 illustrates how the three scopic regimes of modernity (the technical rationalist; the critical rationalist; the hermeneutical constructivist) each have their own favored rhetoric and forms of representation. Part 2 presents a personal narrative of how the social cartography project has sought to elaborate and implement a new social mapping rationale and methodology. Part 3 notes the possible implications of this study and the social cartography project for current theoretical debates, representational practice, and new opportunities to reposition development studies vis-a-vis the human sciences in the coming millennium. Examples of how social cartography might help to construct new ways representing and seeing are assessed. (EH)

ED 413 268 SO 027 797
Bill of Rights. Cases and Controversies. Student Material. Grades 8-12.
Maine Univ., Portland. School of Law.
Pub Date—1992-00-00
Note—186p.; For the teacher's guide, see ED 412 163.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Citizen Role, *Citizenship Education, Civics, Constitutional History, *Constitutional Law, Due Process, Equal Protection, Federalism, Freedom of Speech, Instructional Materials, *Law Related Education, Secondary Education, Social Studies
Identifiers—*Bill of Rights, Mock Trials, *Supreme Court, United States Constitution

Aiming to educate students in grades 8-12 on the Bill of Rights, this student guide focuses on each of the of the first 10 amendments and the Equal Protection Clause of the Fourteenth Amendment. Organized by amendment, each section includes the text of the amendment and its counterpart in the Maine Constitution; an introduction to the legal principles embodied in that amendment; and edited court cases interpreting the amendment, each preceded by its own brief introduction. The curriculum may be used as a whole to provide in-depth study of the Bill of Rights, or specific amendments of particular interest may be selected. The curriculum is intended to be incorporated in existing history, government, civics, law, or social studies courses at the high school or upper middle school level. Each section contains its own table of contents directing readers to constitutional issues and court cases relevant to specific amendments. (TSV)

ED 413 269 SO 027 826
Highstein, Ellen
Making Music in Looking Glass Land: A Guide to Survival and Business Skills for the Classical Musician. Expanded and Updated Third Edition.
Concert Artists Guild, New York, NY.
Report No.—ISBN-0-9629075-9-6
Pub Date—1993-12-00
Note—302p.
Available from—Concert Artists Guild, 850 Seventh Avenue, New York, NY 10019 ($17.95).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Development, *Career Guidance, Higher Education, Music, *Musicians, Orchestras, Professional Education, Theater Arts
Identifiers—*Classical Music, Music Composers, Music Industry

This book is aimed at new graduates of music schools and conservatories who are emerging as professional-level performers and composers of classical music. It provides useful information for anyone trying to break into the music field. The order of the chapters corresponds to the general order of what is necessary to focus on when developing a career. These chapters include: (1) "The Lay of the Land"; (2) "Materials"; (3) "Assembling Credentials"; (4) "Networking"; (5) "The Press and Public Relations"; (6) "Management and Self-Management"; (7) "All of the Above: For Composers"; (8) "Fine Tuning"; (9) "On Stage"; and (10) "Summing Up: Two Essential Points." A resources section follows each chapter. Chapter 11, General Resources, contains specific information which backs up the advice and information given in the text. A topic and resource index concludes the book. (MM)

ED 413 270 SO 027 913
Van Dyke, Blair
Consensual Educational Perspectives in Post-Accord Palestine.
Pub Date—1996-00-00
Note—29p.; Paper presented at the Annual Conference of the Northern Rocky Mountain Education Research Association (Detroit Lake, Minnesota, October 3-5, 1996).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Arabs, Educational Administration, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, *International Relations, *Middle Eastern History, *Middle Eastern Studies, *Politics of Education, World Affairs
Identifiers—*Palestine

This study proposed to gather, in a systematic fashion, ideas from Palestinian educational leaders about the nature of a culturally Palestinian educational system. The semi-structured interviews focused on the questions: (1) What changes have occurred in Palestinian education since the 1993 peace accord?; (2) What are the central Palestinian cultural values that should guide education in Palestine?; (3) What are the barriers that hinder the inclusion of these Palestinian values into a future school system?; (4) What are possible solutions, consistent with Palestinian society and culture, to overcoming these barriers?; and (5) What implications do the core Palestinian values have for determining governance, curriculum, teaching, and learning in post-accord Palestinian schools? Twenty-nine Palestinian educational leaders were selected by intensity sampling from university faculties, Palestinian National Authority (PNA) officials, and practicing K-12 educators. A demographic questionnaire and the semi-structured interviews were used to gather data. Data were analyzed through the use of concept mapping. Respondents in all groups generally desire the same things for administrators, teachers, curriculum development and students. They are hoping for administrators and teachers who are well trained, democratic, and very cooperative. Also, respondents are hoping to develop curriculum measures that are relevant to Palestinian ideals and promote interaction among students and teachers. Finally, respondents want students to have freedom to express themselves in the classroom. (EH)

ED 413 271 SO 027 915
1998-99 Texas Almanac Teacher's Guide.
Dallas Morning News, TX.
Report No.—ISBN-0-914511-27-0
Pub Date—1997-00-00
Note—119p.
Available from—Texas A&M University Press, Drawer C, College Station, TX 77843-4354; telephone: 800-826-8911 ($9.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Characteristics, Community Study, Cultural Education, Elementary Education, Instructional Materials, Interdisciplinary Approach, *Local History, Social History, Social Studies, *State Government, *State History, Teaching Guides
Identifiers—*Texas

This teacher's guide utilizes the subject matter in the 1998-99 Texas Almanac in a variety of interdisciplinary student activities for grades 3-8. The guide includes a grade-by-grade curriculum chart detailing which lessons correspond to specific

Texas Assessment of Academic Skills (TAAS) objectives and Essential Element requirements. The 45 lessons explore the rich heritage and lore of Texas on themes such as: wildlife, history, holidays, weather, counties, towns, The Constitution of Texas, elections, culture, science, religion, education, media, economy, oil, insurance, transportation, crime, and agriculture. The appendix includes maps of Texas geology, counties, and rivers. The guide concludes with an answer sheet for the lessons. (EH)

ED 413 272 SO 027 983

Pacific Horizons. Guide for the Instructor, Part I.

Close Up Foundation, Arlington, VA.

Pub Date—90

Note—23p.; This guide accompanies a 14-minute videotape that examines the geography of the Pacific region, its history, and the emergence of the Asian countries—particularly Japan—as economic powers in the world. Videotape not available from EDRS. For Part II of same title, see SO 027 984.

Available from—Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592; telephone: 800-765-3131 ($65, both tapes and teacher's guides, plus shipping and handling).

Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, *Asian Studies, Current Events, Diplomatic History, Economic Development, Foreign Countries, *Foreign Policy, Geography, Instructional Materials, *International Relations, Secondary Education, Social Studies, Teaching Guides, World Affairs

Identifiers—Asia, Pacific Region

This guide and its accompanying videotape are designed to provide students with an overview of the nations of the Pacific region. Three activities emphasize a different aspect of East-West contact: geography, history, and economics. Each activity uses student handouts and can be completed in one to three class periods. Activities include: (1) "Geography and Characteristics of the Pacific Region"; (2) "History of East-West Contact"; and (3) "The Pacific Region: Sharing Economic Power." (EH)

ED 413 273 SO 027 984

Pacific Horizons. Guide for the Instructor, Part II.

Close Up Foundation, Arlington, VA.

Pub Date—1990-00-00

Note—27p.; This guide accompanies an 11-minute videotape that examines the importance of the Pacific region as an economic force and focusing on Japan. Videotape not available form EDRS. For Part I or same title, see SO 027 983.

Available from—Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314; telephone: 800-765-3131 ($65, both tapes and teacher's guides, plus shipping and handling).

Pub Type— Guides - Classroom - Teacher (052) — Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, *Asian Studies, Current Events, Diplomatic History, *Economic Development, Foreign Countries, *Foreign Policy, Geography, Instructional Materials, *International Relations, Secondary Education, Social Studies, Teaching Guides, World Affairs

Identifiers—Asia, *Japan, Pacific Region

This guide and its accompanying videotape are designed to provide students with an overview of how Japan has become the second richest nation on earth, despite its small size and limited natural resources. Three activities emphasize key issues in the U.S.-Japanese relations, especially issues related to trade. Each activity uses student handouts and can be completed in one to three class periods. Activities include: (1) "Pacific Region Trade"; (2) "Weighing Options - A Case Study"; and (3) "Comparing Japanese and American Management Techniques." (EH)

ED 413 274 SO 027 995

Castro-Leal, Florencia

Who Benefits from Public Education Spending in Malawi? Results from the Recent Education Reform. World Bank Discussion Paper No. 350.

World Bank, Washington, DC.

Report No.—ISBN-0-8213-3837-4; ISSN-0259-210X

Pub Date—1996-00-00

Note—67p.

Available from—Distribution Unit, Office of the Publisher, World Bank, 1818 H Street, Washington, DC, 20433; phone: 202-477-1234.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, African Studies, *Basic Skills, Developing Nations, *Educational Finance, *Educational Policy, Elementary Education, Foreign Countries, Higher Education, Literacy, Politics of Education, *Public Education, Social Science Research

Identifiers—*Malawi

This study uses the Benefit Incidence Analysis to examine the distribution of public spending across different socioeconomic groups before and after the government of Malawi made great changes in educational policy in 1994. Primary education was made the top priority with increased spending on education and primary school fees abolished. The Malawi example shows an effective way to increase the equity of public spending in education is to increase the total allocation of public resources to primary education while easing the constraints on the demand for education faced by poor households. The challenge in the near future is to maintain current enrollment levels in primary schools and simultaneously to improve the quality of education. The book is divided into five chapters: (1) "Introduction"; (2) "School Enrollment"; (3) "Recent Changes in Enrollment: Important Inequities Remain in Primary Education"; (4) "Public Spending on Education"; (5) "Who Benefits from Public Education Spending?"; and (6) "Policy Implications." Numerous charts and graphs accompany the text. A 29-item reference list and two appendices conclude the volume. (EH)

ED 413 275 SO 028 176

Le, Binh P.

Girl-Only Gangs: A Bibliography.

Pub Date—1997-00-00

Note—15p.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, Adolescents, Bibliographies, Delinquency, *Females, Groups, *Juvenile Gangs, Juvenile Justice, *Violence, *Womens Studies, *Youth, *Youth Problems

This bibliography is intended to fill the gap of available information on girl-only gangs as a twentieth-century phenomenon of the United States. Although the topic of girl-only gangs has gained national attention and research interest, the paper asserts no girl-only bibliographic tools are available to help locate information on the topic. The emphasis is on resources related to girl-only gangs, but the paper also includes seminal works on youth gangs which are intended to provide users the historical and theoretical aspects of the topic. The bibliography is divided into three sections: (1) selected monographs on youth gangs and girl-only gangs; (2) popular and scholarly articles on gangs and girl-only gangs; and (3) newspaper articles related to the topic. (EH)

ED 413 276 SO 028 483

Creative America. A Report to the President by the President's Committee on the Arts and the Humanities.

President's Committee on the Arts and the Humanities, Washington, DC.

Spons Agency—AT&T Foundation, New York, NY.; J. Paul Getty Trust, Santa Monica, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Andrew W. Mellon Foundation, New York, NY.

Pub Date—1997-02-00

Note—43p.; For related documents, see ED 371 973, ED 364 493, ED 356 992-993, ED 345 983-987, ED 319 670, and ED 241 407. Funding also provided by the Thomas S. Kenan Institute for the Arts, Sara Lee Corporation, Warner Brothers, and the following foundations: Horace W. Goldsmith, Betty R. Sheffer and Texaco.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Culture, Drama, *Federal Aid, Financial Support, *Fine Arts, Fund Raising, *Humanities, Music, *Private Financial Support, Theater Arts, Visual Arts

This report was written by the President's Committee on the Arts and Humanities and offers suggestions to the President of the United States on ways to strengthen the system of support for the arts and the humanities in the United States. The document describes a vital cultural life as essential to a functioning democracy. It also examines the many aspects of the country's complex, interdependent support system which includes individual, foundation, and corporate support; government grants; and the many creative ways in which cultural organizations earn income. Included are over 50 recommendations in 5 categories or steps to the future: Educating our Youth for the Future; Investing in Cultural Capital; Renewing American Philanthropy; Affirming the Public Role; and Expanding International Cultural Relations. The report concludes with a selected bibliography. (KCM)

ED 413 277 SO 028 511

Stickel, George W., Ed. Owen, David B., Ed.

Proceedings of the Midwest Philosophy of Education Society, 1993-1994.

Midwest Philosophy of Education Society.

Pub Date—1995-00-00

Note—345p.; For other proceedings, see SO 029 005 and ED 371 973.

Available from—Midwest Philosophy of Education Society, 5006 W. Grace St., Chicago, IL, 60641.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Critical Thinking, *Educational Philosophy, Films, Higher Education, Popular Culture, *Teacher Education, Visual Arts

Identifiers—*Dewey (John), James (William), Merton (Thomas), Peace Education

These proceedings are composed of papers presented at the 1993 and 1994 Annual Meetings of the Midwest Philosophy of Education Society. The collection is divided into four parts. Part 1 includes: "Failure, Philosophy of Education, and the Music of the Spheres" (David B. Owen); "What Has Philosophy of Education Come To?" (Lawrence J. Dennis). Part 2 covers the 1993 meeting and includes: "Hegel's Influence on the Social and Educational Thought of John Dewey" (Marianne S. Glazek); "How the Concept of Transaction Redefines Subjectivity within Dewey's Theory of Knowledge" (Jeanne Connell); "Why American College of Education Do Not Produce Master Teachers" (Don G. Smith); "Is There a Correlation Between Philosophic World-Views and Social Theories" (Robert N. Barger); "Pragmatics and Identifying Disciplines" (Thomas Kowall); "William James on his 'Talks to Teachers' and on Teachers Themselves" (Harry J. Farnon); "The John Dewey Publications" (Jo Ann Boydston); "Vices and Virtues: A Common Place Between Freud and Aristotle" (Joseph Yacoub); "Biographical Ethics..." (Robert Craig); "Children Dying with Dignity: Another Remembrance of Janusz Korczak" (Ronald Swartz); "Deja vu All Over Again a la Dewey" (James R. Biddle); "Experience as Improvisation" (R. Keith Sawyer); "Peter McLaren and Critical Pedagogy" (Martin McKeown); "Corinne Aldine Seeds: Parallels with John Dewey and Rudolf Steiner" (Nancy Helen Goldsmith Rose); "Moral Character and Moral Conduct..." (Ronald Lee Zigler); and four papers on the theme 'Popular Film as Educational Ideology': "A Framework for Critical Analysis" (Michael J. Oliker); "Cinematic Muse, Where do you Lead?"

(Matthew E. Creighton); "'The Blackboard Jungle'" (Gene D. Phillips); "Public Ambivalence Toward Teachers as Reflected in American Film" (Don G. Smith). Part 3 covers the 1994 meeting and includes: "Philosophy of Education in the Post-Analytic Period" (Jerome Popp); "Physiological Basis for the Pragmatic Process of Learning" (George W. Stickel); "African-American Philosophy of Education" (Charlesetta M. Ellis); "Agapism Applied" (Mala Preast); "Using the Visual Arts as a Formal Pedagogic Tool..." (Thomas A. Lifvendahl; Debbie Smith-Shank); "Using Semiotic Reasoning in Empirical Research..." (Gary Shank); "Peace Education: A Modern Educational Reform" (Ian M. Harris); "Roman Catholic Values Statements Affecting American Catholic Education" (Michael T. Risku); "The Educational Theory of Thomas Merton" (Robert P. Craig); "Creativity: Are We Doing Enough?" (David B. Annis); "The Place of Neutrality in the Confident School" (Jon Fennell); "Dewey's Theory of Experience at the Heart of Literature" (Sonja Darlington); "Review of 'The Collected Works of John Dewey'" (Philip L. Smith). (KCM)

ED 413 278 SO 028 783

Schukar, Ron Johnson, Jacquelyn Singleton, Laurel R.

Service Learning in the Middle School Curriculum: A Resource Book.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-89994-387-X

Pub Date—1996-00-00

Contract—TPE-9155427

Note—164p.

Available from—Social Science Education Consortium, P.O. Box 21270, Boulder, CO 80301-4270.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, *Community Services, Curriculum Development, Ecology, Environment, Environmental Education, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Public Service, *School Community Programs, *School Community Relationship, *Service Learning, Student Participation

This book incorporates teaching strategies to enhance middle school science and social studies using service learning. The book was developed by teachers who participated in a series of institutes conducted by the Social Science Education Consortium and the Science Discovery Program at the University of Colorado during the summers of 1993 and 1994. Chapters 1 and 2 provide an overview of service learning - what it is, what its benefits are, and how it is related to other current educational reforms, including standards-based education. Chapter 3 introduces the curriculum integration planning framework developed to guide the process of creating integrated science/social studies/service learning units for use in the middle school. Chapter 4 describes several of the integrated units developed in this project, including the two staff-developed demonstration units and six teacher-developed units. A chapter on assessment is included since assessment of integrated units with multiple outcomes is complex. The book concludes with a listing of resources useful to teachers wanting to learn more about service learning. (EH)

ED 413 279 SO 028 784

Blackman, Sandra Chodorow, Stanley Ohmann, Richard Okura, Sandra Purrington, Sandra Sanchez Stein, Robert

Perspectives on the Humanities and School-Based Curriculum Development. ACLS Occasional Paper No. 24.

American Council of Learned Societies, New York, NY.

Report No.—ISSN-1041-536X

Pub Date—1994-00-00

Note—55p.

Available from—American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398.

Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, Educational Change, Elementary Secondary Education, *Humanities, *Humanities Instruction, *Liberal Arts

This paper records three plenary sessions held at the American Council of Learned Societies (ACLS) National Education Conference, August 27-29, 1993. The conference built on what was learned in the first year of the project and reported in ACLS Occasional Paper 20. Sessions allowed participants to talk with colleagues who had been project participants in the previous year. The three sessions included: (1) "Humanities and the Public Schools: Perspectives from Inside the ACLS Project" (Richard Ohmann) which focused on the role of humanities, of education in general, in a post-Cold War world; (2) "Panel Discussion on School-Based Curriculum Development" (Sandra Blackman; Sandra Okura; Sandra Sanches Purrington; Robert Stein) which discusses the process of curriculum development in the schools ; and (3) "Transformations in the Humanities" (Stanley Chodorow) which examined the contemporary condition of the humanities and the changes in both the methods of study and the objects of study that have occurred over the past few decades. (EH)

ED 413 280 SO 028 785

Schulman, Michael

Schools as Moral Communities: A Framework and Guide for School Administrators, Principals, and Teachers.

Anti-Defamation League, New York, NY.

Report No.—ISBN-0-88464-164-3

Pub Date—1995-00-00

Note—80p.

Available from—Anti-Defamation League, 823 United Nations Plaza, New York, NY 10017; ($9.95).

Pub Type— Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Codes of Ethics, Community, *Educational Change, Elementary Secondary Education, Ethical Instruction, Ethics, Holistic Approach, Humanism, *Humanistic Education, Moral Development, *Moral Issues, *Moral Values, *Philosophy, Service Learning, Values

This book is based on the premise that schools are communities and that schools must be created as moral communities if moral education is to succeed in the schools. Sections of the book explore the key elements required to turn schools into moral communities. Chapters include: (1) "Administrative Issues"; (2) "How Children Develop Morals"; (3) "The Curriculum"; (4) "Moral Inquiry"; (5) "Service Projects"; (6) "School Governance"; (7) "Practicum in Moral Education"; (8) "Cooperative Learning"; (9) "Athletics"; (10) "Teacher and Staff Training"; (11) "Parent Coordination"; (12) "The School and Social Problems: Sex, Alcohol, and Drugs"; and (13) "The School and the Community." (EH)

ED 413 281 SO 028 875

Reauthorization of the National Endowment for the Arts and Humanities: A Focus on Education. Hearing on Examining Proposed Legislation Authorizing Funds for the National Endowment for the Arts and the Humanities, Focusing on the Educational Programs of the Endowments, before the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.

Congress of the U.S., Washington, DC. Senate Committee on Labor and Human Resources.

Report No.—ISBN-0-16-055101-3

Pub Date—1997-04-29

Note—151p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Art Education, *Drama, Elementary Secondary Education, Endowment Funds, Financial Support, *Fine Arts, Government Publications, Government Role, Hearings, *Humanities, Theater Arts, *Visual Arts

Identifiers—Congress 105th, National Endowment for the Arts, National Endowment for the Humanities, Reauthorization Legislation, Senate Committee on Labor and Human Resources

This document is a record of the proceedings of the Senate Committee on Labor and Human Resources' discussion on reauthorization of the National Endowment for the Arts and the National Endowment for the Humanities. The particular focus of the hearing is education and how both endowments support the arts in schools. Comments from Senators James M. Jeffords and Edward M. Kennedy are recorded along with testimony by National Endowment for the Humanities chairman, Sheldon Hackney and National Endowment for the Arts chairman, Jane Alexander. Statements are also made by: Edward L. Ayers, project director, professor of history; Jeff Hooper, producing artistic director, Mad River Theatre Works; Alicia B. Dandridge, sixth grade teacher; Marie H. Reed, Community Learning Center, accompanied by Juanita Beasley and Kessia Cruz, former students; and Victor R. Swenson, executive director, Vermont Council on the Humanities. Statements, articles, publications, letters, etc. are appended. Testimony describes activities made possible by funding from both endowments. Included in the document are reports and empirical data pertaining to arts and humanities education, grant reports, regulatory reports concerning grant recipients, and lists of institutions receiving grants. (RJC)

ED 413 282 SO 029 005

Oliker, Michael A., Ed. Ellis, Charlesetta M., Ed. Gutek, Gerald L., Ed. Krolikowski, Walter P., Ed. Campion, Kate, Ed.

Proceedings of the Midwest Philosophy of Education Society, 1995-1996.

Midwest Philosophy of Education Society.

Pub Date—1997-00-00

Note—335p.; For other proceedings, see SO 028 511 and ED 371 973.

Available from—Midwest Philosophy of Education Society, 5006 W. Grace St., Chicago, IL, 60641.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Critical Thinking, *Cultural Pluralism, Early Childhood Education, *Educational Philosophy, Higher Education, *Multicultural Education, Popular Culture

Identifiers—Coppin (Fanny J), *Dewey (John), Peace Education

These proceedings are composed of papers presented at the 1995 and 1996 Annual Meetings of the Midwest Philosophy of Education Society. Papers presented at the 1995 meeting included: "Dewey's Idea of 'Intelligent Sympathy' and the Development of the Ethical Self: Implications for Japanese Education" (Naoko Saito); "Using Dewey's Writings as a Basis for Assessment of Project Means" (Sandy Alber); "Carter G. Woodson on Education: A Philosophical Perspective" (Charlesetta M. Ellis); "'This Wonder, Perhaps Deeper than Love, That is Friendship'" (Walter P. Krolikowski); "A Philosophy of Education in the Technological Age" (Louis Silverstein); "Multicultural Education and Cultural Differences" (Wei Rose Zhang); "Multiculturalism: Some Second Thoughts about the Concept" (Michael Davis); "The Introductory Course in Philosophy of Education (Arthur Brown); "The Existence of Pure Consciousness and Its Implications for Education" (James D. Grant); "A Nietzschean Critique of Postmodern Educational Theory" (Don G. Smith); "Post-Modernism: A Phase of Development" (Kenneth Sutton); "Hermeneutics: East Meets West?..." (Robert Craig); "The Language of Educational Policy and Administration" (Michael A Oliker); "Philosophical Problems of Practice: The Emerging University/School/Partnership"

(Betty-Jo Dunbar). Papers presented at the 1996 meeting included: "Contemplative Traditions, Modern Psychology, and Education" (Robert Craig); "Response to Robert Craig's Presidential Address" (Arthur Brown); "Unvirtuous Virtue Epistemology" (David B. Annis); "Rudolf Steiner and The Waldorf Schools" (Earl J. Ogletree); "What Multiculturalism Should Not Be" (Alexander Makedon); "Realism Reconsidered..." (Philip Smith); "I'll Show You Differences: Contrast, Opposition, and Antonymy with Special Reference to Multiculturalism" (Walter P. Krolikowski); "...The Philosophical Implications of Researching a Culture other than Your Own" (Bonnie Jean Adams); "Superman, Adolescents, and the Metaphysics of Popular Culture" (Michael A. Oliker); "A Schematic Analysis of Popular Culture, Adolescence, and Sport" (Philip Smith); "The Public Image of Juvenile Delinquents" (Gene D. Phillips); "I was a Teenage Werewolf As Youth Culture Ideology"; "Why We Do what We Do as Early Childhood Educators" (Sandy Alber, Shannan McNair); "Pestalozzi's Idea of 'Innere Anshauung'" (Silvia Schmid); "The Educational Theology of James Solomon Russell" (Terrence A. Walker); "Nonviolence in Education" (Ian M. Harris); "A Paradigm for Teaching Philosophy of Education" (Jerome A. Popp); "Essentialist Educator: Fanny J. Coppin" (Charlesetta M. Ellis); "Pluralism with Intelligence" (Arthur Brown); "Reclaiming the Ancient Theme of Hospitality" (William E. Russell); "Let Us Praise the Body Erotic" (Louis Silverstein). (KCM)

ED 413 283 SO 029 010

Pearson, Roy O'Neal, Erica Salganik, Laura Hersh McMillen, Marilyn

Public Attitudes toward Secondary Education: The United States in an International Context.

Pelavin Research Inst., Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-97-595

Pub Date—1997-09-00

Note—67p.

Available from—20208-5641.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Comparative Education, Cross Cultural Studies, *Educational Assessment, *Educational Attitudes, Educational Policy, *Educational Quality, Educational Research, Effective Schools Research, Foreign Countries, Government Publications, Higher Education, International Education, Parent School Relationship, *Public Opinion, Public Support, *Secondary Education, Social Studies, Surveys

Identifiers—Austria, Belgium, Denmark, Finland, France, Netherlands, Portugal, Spain, Sweden, Switzerland, United Kingdom, United States

This report summarizes responses to a public opinion survey designed to reveal attitudes towards secondary education in other countries and compares these with attitudes in the United States. The survey was conducted in the United States and 11 other countries in the Organization for Economic Co-operation and Development (OCED). The other countries were: Austria, Belgium, Denmark, Finland, France, the Netherlands, Portugal, Spain, Sweden, Switzerland, and the United Kingdom. The survey asked questions related to six broad areas of concern: (1) the importance of subjects taught in schools, (2) the importance of schools developing certain personal and social qualities or aptitudes in students, (3) confidence that the subjects are taught well, (4) confidence that schools have a major effect on the development of personal and social qualities, (5) the important practices to emphasize in order for schools to achieve their goals, and (6) the importance of decision making at the school level. The report includes a narrative summary of responses, as well as a statistical analysis of the information collected from each country illustrated through 12 tables and 29 graphs. (MJP)

SP

ED 413 284 SP 037 405

Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date—1997-00-00

Note—252p.

Available from—Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480.

Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Comprehensive School Health Education, *Curriculum Development, Elementary Secondary Education, Health Promotion, Health Related Fitness, Instructional Materials, Physical Activities, *Physical Education, State Curriculum Guides, *State Standards

Identifiers—*Missouri

The "Missouri Framework for Curriculum Development" is designed to provide school districts with a "frame" for building curricula based on the "Show Me Standards." The 73 "Show Me Standards" define what students should know and be able to do by the time they graduate from Missouri's public high schools. This guide begins with an explanation of the curriculum frameworks and the Show Me Standards, followed by an overview of health education and physical education in Missouri. Then, using a three-column format, five major strands of the health and physical education framework are described: (1) functions and interrelationships of systems; (2) health maintenance and enhancement; (3) risk assessment and reduction; (4) efficiency of human movement and performance; and (5) physical activity and lifetime wellness. A glossary of selected framework terms is provided. Two appendixes provide: examples of student work; and samples of health and physical education scope and sequence, developmentally appropriate physical education practices for children, and an exemplary physical education program. (Contains 37 references.) (ND)

ED 413 285 SP 037 525

Timperley, Helen S. Robinson, Viviane M. J.

Collegiality in Schools: Its Nature and Implications for Problem-Solving.

Spons Agency—New Zealand Dept. of Education, Wellington.

Pub Date—1997-03-00

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Case Studies, *Collegiality, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, *Participative Decision Making, *Problem Solving, *School Based Management, School Policy, Secondary School Teachers, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Collaboration

Identifiers—New Zealand

Collegiality can effectively address complex schoolwide problems requiring shared expertise or cohesive schoolwide action for resolution, but traditional teacher autonomy may inhibit such collegiality. Two New Zealand schools used collegial processes to develop solutions to schoolwide problems. Forest High was worried that staff failure to meet parental expectations about homework contributed to declining enrollment. Midway Elementary was developing schoolwide procedures for monitoring student achievement. Researchers interviewed the schools' principals and staff, audiotaped meetings, and analyzed relevant documents. The results found differences in problem-solving success stemmed from differences in how the schools integrated collegial processes with responsibility for the quality of problem solving processes and outcome. Though Forest High management believed that involvement in decision making was sufficient to ensure solution adequacy, the high value placed on professional autonomy created a disconnection between development of the solution and requirements for implementation. Consequently, the homework problem was not adequately solved. At Midway Elementary, the principal's requirement that the problem be solved limited professional autonomy. Staff took responsibility for solving the whole problem, not just developing an assessment scheme in isolation from other aspects of their professional lives. Midway's successful problem solving was related to the task-focused collegial process. (Contains 24 references.) (SM)

ED 413 286 SP 037 547

Didham, Cheryl K. Drake, Daniel D. Cosiano, Patrick F.

Being Proactive To Meet the Needs of an Urban School District: A Consortium Approach to Preparing School Administrators.

Pub Date—1997-08-00

Note—13p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Las Vegas, NV, August 2-6, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Assistant Principals, *College School Cooperation, Elementary Secondary Education, Faculty Development, Higher Education, *Leadership Training, *Masters Programs, Partnerships in Education, Principals, *School Administration, School Districts, Teacher Education Programs, *Urban Schools

Identifiers—Baldwin Wallace College OH, *Cleveland Public Schools OH, Cleveland State University OH, John Carroll University OH, Kent State University OH

The Leadership Preparation Program, created in the last 1980s, is a consortium of area colleges and universities in Northeast Ohio providing staff development activities for assistant principals in the Cleveland City School district. In the summer of 1995, the first cohort of 30 teachers was conducted by the Cleveland (Ohio) City Schools and major participating institutions of higher education (IHE)—Baldwin Wallace College, Cleveland State University, John Carroll University, and Kent State University—the 2.5 year program provides a masters degree and licensure for Cleveland city teachers accepted into it; the third cohort will begin in the fall of 1997. Courses are co-taught by an instructor from the IHE and a qualified school administrator either on-site at a Cleveland school or at one of the college campuses. Courses are designed to prepare participants to be effective principals or assistant principals at elementary, middle, or secondary levels. Woven throughout all of the courses are the themes of technology, cultural diversity, action research, current literature/research findings, data-driven decision making, and adult development. Students from the first cohort have already been hired to administrative positions within the Cleveland City Schools. A brochure, "Master Your Future in the Cleveland Public Schools," is attached. (ND)

ED 413 287 SP 037 548

Schweiker-Marra, Karyn E.

Investigating the Effects of Multiple Changes on the Transitioning Teacher.

Pub Date—1997-00-00

Note—23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Case Studies, *Educational Change, Elementary Education, Elementary School Teachers, Instructional Program Divisions, Resistance to Change, *Teacher Attitudes, Teacher Influence, *Teacher

Transfer, *Teaching Conditions, Whole Language Approach
Identifiers—*Teacher Change, *Teacher Transitions

This paper reports on a study to determine whether a change in organizational environment (relocation or shifting grade levels) affected teachers' ability to sustain their adopted philosophical and/or instructional practices. Study participants were drawn from two schools whose faculties were engaged in transition to a whole language curriculum. Data gathered from the nine participants, through interviews, teacher lesson plans, and classroom observations established the extent of the teachers transition and the effects of transfers upon their change over the course of the study. The four participating teachers who remained at the same school and at the same grade level continued in their gradual transition to a whole language curriculum. The five remaining teachers transferred to another teaching level, another school, or both. Those who made a single transfer tended to maintain their level of transition, while those undergoing several transfers experienced a temporary negative effect. Study findings suggest that multiple changes during a transition could lead to a temporary regression in the major change. The findings may also imply that teachers might remain at either the same school or the same grade level during a transition to a new curriculum. (Contains 19 references.) (ND)

ED 413 288 SP 037 567
Gates, Gordon S.
Faculty's Perception and Use of Emotion To Instruct: Emotional Management and Socialization in the Classroom.
Pub Date—1997-00-00
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Affective Behavior, Body Language, *Classroom Environment, *College Faculty, College Students, Constructivism (Learning), Higher Education, Social Influences, *Socialization, Student Behavior, *Teacher Attitudes, Teacher Behavior, Teacher Student Relationship, *Teaching Methods
Identifiers—*Emotions

A group of nine tenured faculty members at a university on the Pacific Coast of the United States participated in this study that examined their use of emotion in instruction. The mixed gender group was ethnically diverse and included representatives from several departments. Observations of lectures focused on the faculty members' body movements, location in the classroom, and dialogue, and on the expressiveness of their language. Interviews attempted to clarify what the researcher had seen during the observations. Data analysis pointed to the faculty's problem of not giving adequate attention to the affective experience of students' socialization. Faculty members were found to be focused largely on the rational: they viewed emotions as biological, disruptive, anti-rational, inadequate for knowing, and leading to poor decisions or irrational behavior. Their perspective of affect oriented their attention to the rational experience of the students, to the exclusion of students' emotional encounters in the classroom. This view discounts emotions as an important source of information and a critical component of the socialization involved in becoming self-directed. These findings indicate that the view of the nonemotional as being equivalent to the rational is inadequate as is the complete acceptance of unhindered emotional expression. (Contains 47 references.) (SM)

ED 413 289 SP 037 568
Trygestad, JoAnn
Chaos in the Classroom: An Application of Chaos Theory.
Pub Date—1997-03-00
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Educational Theories, Elementary Secondary Education, Higher Education, *Interaction, Learning Theories, Literature Reviews, Models, *Piagetian Theory, Teaching methods
Identifiers—*Chaos Theory, *Fractals, Piaget (Jean)

A review of studies on chaos theory suggests that some elements of the theory (systems, fractals, initial effects, and bifurcations) may be applied to classroom learning. Chaos theory considers learning holistic, constructive, and dynamic. Some researchers suggest that applying chaos theory to the classroom enhances learning by reinforcing systemic approaches to human interactions, encouraging cultural diversity as beneficial, and reaffirming theoretical notions of intelligence as dynamically multidimensional without linear progression. Other researchers believe that chaos theory cannot be applied to human learning systems; instead many of these researchers suggest social constructivism as a more appropriate model. The paper demonstrates applications of chaos theory using systems, fractals, initial effects, and bifurcations. A final section discusses models of learning, highlighting Piagetian theory and theoretical models. The paper concludes that more important than a model is the development of a perspective encompassing both the theory and its applications, and that researchers should explore the application of chaos theory to classroom learning before trying to construct a satisfactory model. (SM)

ED 413 290 SP 037 569
Ferguson, Dianne L.
Changing Tactics: Research on Embedding Inclusion Reforms within General Education Restructuring Efforts.
Pub Date—1997-00-00
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Diversity (Student), *Educational Change, *Educational Objectives, Educational Policy, Elementary Secondary Education, *Faculty Development, Higher Education, *Inclusive Schools, Inservice Teacher Education, Public Education, *Regular and Special Education Relationship, Rural Schools, School Districts, School Restructuring, Teacher Collaboration
Identifiers—*Oregon

This paper summarizes what one research team learned when examining three issues related to inclusive education and general education reform in collaboration with schools in three rural districts in Oregon. The issues were: (1) how does special education becomes an integral part of public schooling; (2) how will higher education, research organizations, educational labs, institutes, and other research organizations need to change; and (3) how should families, community members, community agencies, and businesses participate in large scale school change. There is increasing certainty among growing numbers of educators that inclusive reforms in special education must be pursued in terms of general education restructuring and improvement. The Oregon collaborations have focused on helping schools and districts: to develop the comprehensive information systems necessary for school improvement planning and action; to access needed professional development; and to support individual and collective action research efforts. The research team learned that to achieve a broad perspective encompassing all teachers, curricular reforms, teaching reforms, support personnel, policies, and strategies for student assessment it is necessary for research to emphasize change in three action arenas: move from a focus on teaching to one on learning; move from reliance on individual teacher practice to reliance on group practice; and move from an effort to "deliver service" to one of "providing learner supports." (Contains 53 references.) (SM)

ED 413 291 SP 037 572
Downing, John H.
Establishing a Proactive Discipline Plan in Elementary Physical Education.
Pub Date—1996-00-00
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Discipline, Elementary Education, *Physical Education, Physical Education Teachers, Psychomotor Skills, *Student Behavior, *Student Motivation, Teacher Motivation, Theory Practice Relationship
Identifiers—*Behavior Management, *Proactive Teaching

A proactive behavior management program, implemented in the early elementary years, can bring about the goal of increased learning time. The six elements of a proactive discipline plan in physical education at the elementary level are: (1) establish rules; (2) create a record keeping system; (3) determine a procedure for conferring group positive feedback; (4) determine a procedure for conferring individual positive feedback; (5) determine group contingencies for misbehavior; and (6) determine individual contingencies for misbehavior. While the most effectively designed behavior management program will not prevent some individual or group behavior problems 100 percent of the time, seeking incremental gains until academic learning time in physical education actually reaches 50 percent is an achievable goal. As time progresses and good behavior increases both teacher and students will realize the benefits of increased time on task. The result should demonstrate increased levels of psychomotor skills, and an increased motivation for teachers to teach and students to learn. Sample recordkeeping charts are included. Suggestions are offered for implementing each of the proactive discipline elements. (Contains 13 references.) (ND)

ED 413 292 SP 037 587
Irvine, Jacqueline Jordan, Ed.
Critical Knowledge for Diverse Teachers and Learners.
American Association of Colleges for Teacher Education, Washington, DC.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-149-X
Pub Date—1997-00-00
Contract—RR93002015
Note—232p.; Preface by James Fraser.
Available from—AACTE Publications, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($35 for members, $45 for nonmembers, plus $5 for shipping and handling).
Pub Type— Books (010) — Collected Works - General (020) — ERIC Publications (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Black Students, *Cultural Differences, *Diversity (Student), Elementary Secondary Education, Higher Education, Hispanic Americans, *Knowledge Base for Teaching, Minority Group Children, Minority Group Teachers, *Multicultural Education, Preservice Teacher Education, Professional Development, Teaching Experience, *Urban Education
Identifiers—African Americans, Asian American Students

This publication is an outcome of a conference sponsored by Emory University's Center for Urban Learning/Teaching and Urban Research in Education and Schools. The essays included in the volume address how to build schools and educate youth in ways which honor, build on, and involve all students and citizens, and the importance of preparing multicultural democratic teachers. Following a preface by James W. Fraser, the seven essays are: (1) "Critical Knowledge, Skills, and Experiences for the Instruction of Culturally Diverse Students: A Perspective for the Preparation of Preservice Teachers" (Carl A. Grant); (2) "Knowledge, Skills, and Experiences for Teaching Culturally Diverse Learners: A Perspective for Practicing Teachers" (Marilyn Cochran-Smith); (3) "Preparation and Professional Development of Teachers: A Perspective from Two Latinas" (Sonia Nieto and Carmen Rolon); (4) "Teacher Education from an African American Perspective" (Asa G. Hilliard, III); (5) "Caring for the Whole Child: Asian Pacific American Students" (Valerie Ooka Pang); (6) "Preparation and Professional Development of Teachers for Culturally Diverse Schools: Perspectives from the Standards Movement" (Mary Hatwood Futrell and Elaine P. Witty); and (7) "Location, Location, Location: A Synthesis Perspective on the Knowledge Base for Urban Teacher Education" (Jacqueline Jordan Irvine). References are included at the end of each paper. (ND)

ED 413 293 SP 037 588

Boyer, Ernest L.

Ernest L. Boyer: Selected Speeches, 1979-1995.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-60-X

Pub Date—1997-00-00

Note—152p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, Fifth Floor, San Francisco, CA 94104; telephone: (888) 378-2537; fax: (800) 605-2665.

Pub Type— Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, Colleges, *Educational Change, *Educational Philosophy, *Educational Policy, Elementary Secondary Education, Government School Relationship, Higher Education, *Partnerships In Education, Politics of Education, Public Policy, Schools, Technology

Identifiers—*Boyer (Ernest L)

Shortly before his death in December 1995, Dr. Ernest Boyer (former President of the Carnegie Foundation for the Advancement of Teachers); working in consultation with his wife, Kay, developed a list of speeches from his Carnegie years that touched on several of the abiding principles underpinning his work. Many of the speeches chosen for this collection were delivered during the first half of the 1990s, an especially prolific period for Dr. Boyer and the Foundation. After the Foreword (Lauren Maidment Green), the collection is divided into three major themes. The first section, "Schools," includes: (1) "Ready to Learn: A Mandate for the Nation" (American Association of Colleges for Teacher Education, February 17, 1993); (2) "The Basic School" (National Association of Elementary School Principals, April 11, 1995); (3) "High School: Thoughts on the Great Debate of 1983-84" (Association for the Advancement of International Education, February 21, 1984); and (4) "School Reform in Perspective" (Education Writers Association, April 16, 1993). The next section, "Colleges and Universities," includes: (5) "A College of Quality" (Association of American Colleges, January 14, 1988); (6) "A Community of Scholars" (The Emory Symposium, April 14, 1994); and (7) "The Scholarship of Engagement" (American Academy of Arts and Sciences, October 11, 1995). The final section, "Challenges and Connections," contains: (8) "A Partnership: The Schooling of the Teacher" (A National Conference of Chief State School Officers and College and University Presidents, February 17, 1983); (9) "Making the Connections" (Association for Supervision and Curriculum Development, March 17, 1993); (10) "Teaching about Religion in Public Schools" (The American Academy of Religion, November 24, 1991); (11) "Lifelong Learning in the Arts" (National Endowment for the Arts, April 16, 1994); and (12) "New Technologies and the Public Interest" (The New York Times, December 13, 1994). (Contains 36 references.) A bibliography listing books written by Ernest Boyer as well as books published by the Foundation between 1981-1997 is included. (ND)

ED 413 294 SP 037 589

Palmer, Parker J.

The Courage To Teach: Exploring the Inner Landscape of a Teacher's Life.

Report No.—ISBN-0-7879-1058-9

Pub Date—1998-01-00

Note—191p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104; telephone: 800-956-7739 ($22).

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—*Classroom Environment, Elementary Secondary Education, Personal Narratives, *Self Evaluation (Individuals), *Teacher Attitudes, *Teacher Characteristics, *Teacher Motivation, Teacher Role, *Teaching Conditions

Identifiers—Learning Communities

This publication explores the inner life of a dedicated teacher. It examines how the teacher's inner life shapes teaching and learning both positively and negatively, and guides teachers in a process of rigorous self-appraisal with the goal of recovering personal vocation and passion for teaching while enhancing the ability to make an impact in the classroom. After the introduction, "Teaching from Within," the book is in seven chapters: (1) "The Heart of a Teacher: Identity and Integrity in Teaching"; (2) "A Culture of Fear: Education and the Disconnected Life"; (3) "The Hidden Wholeness: Paradox in Teaching and Learning"; (4) "Knowing in Community: Joined by the Grace of Great Things"; (5) "Teaching in Community: A Subject-Centered Education"; (6) "Learning in Community: The Conversation of Colleagues"; and (7) "Divided No More: Teaching from a Heart of Hope." References are included in chapter notes. (ND)

ED 413 295 SP 037 591

Nilson, Linda B.

Teaching at Its Best: A Research-Based Resource for College Instructors.

Report No.—ISBN-1-882982-20-7

Pub Date—1998-00-00

Note—219p.

Available from—Anker Publishing Company, Inc., c/o Publishers Business Services, P.O. Box 390, Jaffrey, NH 03452-0390; phone/fax: 603-532-7454 ($29.95 plus $4 shipping and handling for orders up to $50, 8% of order thereafter).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, College Faculty, *College Instruction, Higher Education, *Instructional Improvement, Student Evaluation, Teacher Evaluation, *Teacher Improvement, Teacher Student Relationship, Teaching Guides, Teaching Methods, *Teaching Styles, Theory Practice Relationship, Undergraduate Study

This publication is designed to improve college instruction at the undergraduate level. Intended to be used as a tool box, it is a concise compilation of hundreds of teaching techniques and formats, classroom activities and exercises, suggestions to enhance instructor-student rapport, guidelines for assignments and papers, and tips for teaching any material more effectively. Concise summaries of teaching options and innovations based on current research in teaching are included. The 30 chapters are grouped in five parts. Part 1, "Sound Preparations," addresses the tasks that need to be done before a semester or quarter begins. Part 2, "Good Beginnings," focuses on what to say and do on the first day of class and on how to set policies, tone, and a productive learning environment for the entire term. Part 3, "Varieties of Learning and Teaching Strategies," presents an extensive and varied menu of the most effective teaching techniques and formats available at the college level, appealing to a range of student learning styles and adaptable to any subject matter. Part 4, "Disciplinary Differences," concentrates on methods that are discipline-specific. Part 5, "Assessment/Measuring Outcomes," offers guidance on evaluating student learning and assessing teaching effectiveness. (Contains approximately 200 references.) (ND)

ED 413 296 SP 037 595

Curran, Joanne M.

Peace Pilgrim: A Readers Theatre Approach to Peace Education.

Pub Date—1996-00-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Independent Study, Instructional Innovation, *Oral Interpretation, *Peace, *Readers Theater, Research Methodology, Role Models, *Student Attitudes, *Teaching Methods

Identifiers—*Peace Education

Readers theater is a dramatic art that directs attention to the words of a text. During a performance, a reader (rather than an actor) presents and interprets the work within a narrative context intended by the author. In this project, the text, a collection of the words and writings of a woman known as the Peace Pilgrim, tells the story of her 28-year pilgrimage for peace. This text reflects a transformational approach to peace education; it promotes living a life that is nonviolent at every level. Participants in the study were 10 college students enrolled in an independent study. Results of the study are discussed with regard to five issues: (1) students' choice to participate in the study; (2) students' reactions to Peace Pilgrim as a potential role model; (3) students' reactions to the use of readers theater as a curriculum tool; (4) changes in students' attitudes toward peace education; and (5) changes in students' emotional reactions to the concept of world peace. Student reaction to the readers theater project was enthusiastic; as a method for peace education, readers theater, although performance based, was relatively non-threatening. Creating and performing a readers theater requires active participation and provides students with a sense of accomplishment because their work results in a tangible project (script) and production (performance). An "Education Priorities Survey" is attached. (ND)

ED 413 297 SP 037 600

Kuta, Katherine Wiesolek

What a Novel Idea! Projects and Activities for Young Adult Literature.

Report No.—ISBN-1-56308-479-1

Pub Date—1997-00-00

Note—143p.

Available from—Teacher Ideas Press, Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633; phone: 800-237-6124 ($21.50).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *Childrens Literature, Curriculum Development, High School Students, Instructional Materials, Intermediate Grades, *Language Arts, *Learning Activities, Middle Schools, *Novels, Secondary Education, Standards, Teaching Methods

Identifiers—Middle School Students

This publication focuses on new standards for language arts (reading, writing, representing, viewing, speaking, and listening) designed to create opportunities for middle and high school students to develop skills and become more literate readers. The book presents 60 activities based on popular novels for young people, including complete guidelines and reproducible worksheets for easy classroom use. Organized in three sections, the guide centers on reading and writing (essays, news stories, letters), visual display (charts, posters, bookmarks), and speaking and listening (panel discussions, role-playing, and interviews). General directions describe the purpose of each project in addition to how to use it, how to evaluate it, and how to create variations. Activities range from the standard (character analysis, story map, booktalks) to the unique (mood talks, character mobiles, book cover design). Most activities can be adapted for any grade level, ability group, type of class, or type of literature; students can work on the projects in groups, pairs, or individually as directed by the teacher. All of these activities have been classroom tested and each involves from two to six of the standards. (ND)

ED 413 298 SP 037 601

Applebee, Arthur N.

Curriculum as Conversation: Transforming Traditions of Teaching and Learning.

Report No.—ISBN-0-266-02123-8

Pub Date—1996-00-00

Note—149p.

Available from—The University of Chicago Press, Order Department, 11030 South Langley Avenue, Chicago, IL 60628; phone: 800-621-2736 (cloth: ISBN-0-226-02121-1, $34.95; paper: ISBN-0-266-02123-8, $12.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Change, Educational History, *Educational Strategies, Elementary Secondary Education, Futures (Of Society), *Instructional Improvement, *Teacher Effectiveness, Teaching Methods, Theory Practice Relationship

Identifiers—*Conversation

This publication offers a vision of curriculum that redresses the balance between teaching traditions of the past and entering and participating in those of the present and future. It stresses knowledge-in-action rather than the more traditional approach of knowledge-out-of-context, encouraging ongoing conversation embedded within the larger traditions of discourse in science, the arts, history, literature, and mathematics. The development of curriculum becomes the development of culturally significant domains for conversation, and instruction becomes a matter of helping students learn to participate within those domains. Examples are drawn from a series of studies of how teachers make decisions about their own curricula. The book contains nine chapters: (1) "Introduction: The Role of Tradition"; (2) "The Individual and Tradition"; (3) "Deadly Tradition"; (4) "Curriculum as Conversation"; (5) "Characteristics of Effective Curricula"; (6) "Structuring Curricular Conversations"; (7) "Recent Curriculum Proposals as Domains for Conversation"; (8) "Toward a Pedagogy of Knowledge-in-Action"; and (9) "Researching Conflicting Traditions." (Contains 20 references.) (ND)

ED 413 299 SP 037 602

Veenman, Simon Beems, Danielle Gerrits, Sandra Op de Weegh, Gabby

Self-Regulated Learning: Effects of a Training Program for Secondary-School Teachers.

Pub Date—1997-08-00

Note—26p.; Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (Athens, Greece, August 26-30, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Faculty Development, Foreign Countries, Independent Study, *Individualized Instruction, *Inservice Teacher Education, Outcomes of Education, *Pacing, Secondary Education, Secondary School Teachers, *Teacher Education Programs, Teacher Workshops

Identifiers—Netherlands, *Self Regulated Learning

This study addresses the implementation effects of an in-service training program on self-regulated learning for secondary school teachers. A quasi-experimental, treatment-control group investigation was designed to test the effects of this program. Study results suggested that the in-service program on self-regulated learning had little or no effect on the application of regulation strategies by secondary school teachers in the lower grades of the comprehensive school. No significant differences between trained and untrained teachers were found for the Observation Scale for Self-Regulated Learning and the Student Scale for Self-Regulated Learning. Possible interpretations of this outcome are: (1) the training of the teachers may be too short in duration; (2) the generally passive character of student learning in secondary schools; (3) the workshops were conducted after school; and (4) the training on self-regulated learning was isolated from a more comprehensive training program involving a Dutch adaptation of the program "Dimensions of Learning" from the Association for Supervision and Curriculum Development (ASCD). (Contains 27 references.) (Author)

ED 413 300 SP 037 603

Hoover, John H. Chalmers, Lynne Bornfield, Gail Milner, Carole

Delivery of Special Education Services in Rural and Remote Locations: Course Materials.

Pub Date—1997-00-00

Note—31p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Disabilities, Elementary Secondary Education, *Geographic Isolation, Higher Education, Instructional Materials, Rural Areas, *Rural Education, *Special Education, *Special Needs Students, Teaching Conditions

This module is designed to serve as part of a special education course in which rural-based problems and issues are addressed. The study guide is in five sections. It begins with a brief introduction to the program. Part 2 is a lecture outline, detailing the sections of the course that address rural special education challenges, life in rural America, and potential solutions to rural special education challenges. Part 3 consists of background information that may be employed as lecture notes. References used in the narrative (lecture notes) as well as recommended reading are provided in Part 4. Part 5 contains masters for overhead transparencies and handouts. (Contains 29 references.) (ND)

ED 413 301 SP 037 605

Pryor, Bonnie

A College-School Connection to Renewal.

Pub Date—1997-04-00

Note—17p.; Paper presented at the Annual Meeting of the National Catholic Education Association (Minneapolis, MN, April 1997).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College School Cooperation, Educational Improvement, Elementary Secondary Education, Higher Education, *Partnerships in Education, Preservice Teacher Education, Professional Development Schools, *Program Development, Schools of Education, Teacher Education Programs, Teacher Educators, *Teacher Improvement, Teacher Qualifications, *Theory Practice Relationship

Identifiers—Goodlad (John I), *National Network for Educational Renewal, Nebraska

The National Network for Educational Renewal (NNER) consists of higher education institutions and partner K-12 schools promoting simultaneous renewal of teacher education and K-12 schools. The network helps renew teacher education by preparing educators who will: (1) provide all students with equitable opportunities for becoming educated, contributing citizens; (2) become experts at teaching and learning; (3) inquire continuously about optimal conditions for learning for all students; (4) model the highest qualities of democratic citizenry and community responsibility; and (5) be moral stewards committed to the value of the individual, the common good, and the benefits of schooling to society. After describing the Nebraska NNER, this paper discusses outcomes of its first 3 years. It then connects the network's goals to past educational reform efforts, including Excellence in Education, the Holmes Group, and the Carnegie Forum on Education and the Economy. The paper describes the goals of Creighton University (Nebraska) regarding membership, then lists 19 postulates, products of John Goodlad's research on teaching and teacher education, that provide direction for moving to more powerful teacher education programs. Finally, the paper describes some examples of the network's implementation in one college-school partnership. (SM)

ED 413 302 SP 037 606

Jurema, Ana Christina L. A. Lima, Maria Edite Costa Dalmau, Mary C. Filho, Merval Jurema

Towards a Pedagogy of Informatics: Preparing Educators To Face the Challenge.

Pub Date—1997-02-00

Note—5p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Uses In Education, Curriculum Development, Educational Change, *Educational Technology, Elementary Secondary Education, *Faculty Development, Family Involvement, Foreign Countries, *Inservice Teacher Education, Instructional Innovation, Instructional Materials

Identifiers—*Brazil

This paper explores the challenges facing educators to incorporate "informatics"—computer education in the broad context of information technology—into the curriculum for K-12 students, and "capacitation" for teachers, the continuing professional education which enables and empowers teachers to face these demands. The computer education program based on this pedagogy of informatics has been used in more than 20 elementary and middle schools in Brazil for 3 years. The program objectives are to: provide students with access to systematic knowledge about computers and information technology; use computers and information technology as an educational resource for students and school; and assist teachers to become users and teachers of informatics through understanding the philosophy, ideas, and skills on which the program is based. The program, "Introductory Informatics Course for Children and Adolescents," was designed around three themes: (1) foundations of informatics (history, functioning, and use of computers); (2) informatics and society (social impact and vocational and work market analysis); and (3) interest centers (workshops on many topics, including, but not limited to, arts, games, literature, mathematics, pedagogical support, library). The program includes textbooks for students and teachers, family activities, Learning Activity Books for Teachers (methodological orientation and educational programs), and educational software. The ongoing teacher capacitation program includes coursework, monthly teachers meetings, and end of semester workshops. (Contains 11 references.) (ND)

ED 413 303 SP 037 607

Langster, Jacqueline Beard

Proactive Teacher Educators: Needed Vehicles for Education Reform.

Pub Date—1997-08-04

Note—7p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Las Vegas, NV, 1997).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, *Educational Change, Elementary Secondary Education, *Faculty Development, Higher Education, *Inservice Teacher Education, Models, Preservice Teacher Education, *Teacher Educators, Teacher Empowerment, Teacher Participation, Teachers, *Theory Practice Relationship

Identifiers—*Proactive Teaching, *Reform Efforts

There is a growing need in the field of teacher education to bridge the gap between theory and practice while creating dialogue for exploration, change, and growth. Proactive teacher educators should seek change in traditional inservice training and create more authentic and empowering professional development opportunities that are proactive as well as effective. A proposed model of professional development bearing the acronym PROFESSIONAL has been developed. It focuses on: Preparing teachers by disseminating research or projects; providing teachers with opportunities to Reflect; using meeting and planning time for teachers to Observe proposed projects or issues; helping teachers Focus on issues; allowing teachers to Explore, Share, and Show experiences and options with colleagues; helping teachers Incorporate projects or reform efforts based on classroom experiences; promoting ongoing One-on-one discourse among teachers and coordinators; following up with Negotiating (Networking); and encouraging the premises of negotiation to stem from Action research which will help in Legitimizing teachers' concerns and efforts thus empowering them as professionals. Teacher research is a productive avenue for professional development. PROFESSIONAL challenges proactive teacher educators to comprehensively examine multiple avenues of assisting teachers with reform efforts and assuring effective professional development. (SM)

ED 413 304 SP 037 608

Diessner, Rhett

The Teacher as Professional: A Normative Position.

Pub Date—1997-00-00
Note—21p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Health Occupations, Higher Education, *Professional Occupations, Professional Personnel, Teacher Attitudes, *Teacher Characteristics, Teacher Responsibility, *Teacher Role, *Teachers, *Teaching (Occupation)
Identifiers—*Professionalism, *Professionalization of Teaching

The concept of "professional" is currently a critical issue for teachers. A normative position is offered with which to evaluate the professionalization of teachers, or any other practitioner or producer of work. Professions should not so much be defined by the content of the work but rather more by the manner in which the work is performed. Being a professional revolves around two factors: (1) the right and responsibility to act from principles and not simply the technical rationality of rules, and (2) the right and responsibility to systematically investigate the effectiveness of one's own work. These two factors are related to the principles of justice for the practitioner and caring for the practitioner's clientele. The paper concludes by debunking the comparison of professional medicine to professional education. (Contains 24 references.) (Author)

ED 413 305 SP 037 609

Wyett, Jerry L.

New Teachers for a New Mission: Democratic Classrooms. Working Paper Session.

Pub Date—1997-02-00
Note—23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Washington, DC, February 1997).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Democratic Values, Educational Change, Elementary Secondary Education, *Empathy, Higher Education, Preservice Teacher Education, Standards, Student Attitudes, Teacher Attitudes, *Teacher Characteristics, Teacher Competencies, *Teacher Student Relationship
Identifiers—*Authenticity, *Respect

In exploring the need for and the obstacles to creating more democratic classrooms this paper maintains that the goal of national and state accrediting agencies and schools of education is to produce good teachers who would perpetuate the current teacher-dominated system. The heavy emphasis on developing competencies and methodologies ignores the fact that teachers will not be successful unless their students perceive them as real persons. A number of researchers have moved away from the competency model of identifying effective teaching. They have identified characteristics and behaviors such as authenticity, respect, and empathy that have a tremendous impact on the effectiveness of teachers both interpersonally and academically. Each of these characteristics can be broken down and their impact on teacher behavior characterized on a 5-point scale from very ineffective to extremely effective. Studies have shown that the levels of these characteristics and interpersonal skills generally found among teachers fall into the ineffective range. Based on the research outlined, it is argued that teacher education institutions must rethink their selection, recruitment, and training policies and that state and national certification and accreditation bodies must find new ways to examine and evaluate progress. (Contains 13 references.) (ND)

ED 413 306 SP 037 610

NCAA Divisions II and III Enrollment and Persistence Rates Report, 1997. Enrollment and Persistence Rates Data (1991-92 and 1995-96 Entering Classes). Undergraduate-Enrollment Data (Fall 1996).

National Collegiate Athletic Association, Overland Park, KS.
Pub Date—1997-00-00
Note—705p.
Available from—National Collegiate Athletic Association, 6201 College Boulevard, Overland Park, KS 66211-2422 ($12).
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors—*Academic Persistence, *College Athletics, College Attendance, Colleges, *Enrollment, Higher Education, *Intercollegiate Cooperation, Statistical Data, *Student Attrition, Tables (Data), Universities
Identifiers—*National Collegiate Athletic Association, *Student Athletes

This publication presents both aggregate and individual reports of data submitted by National Collegiate Athletic Association (NCAA) Division II and III institutions. A persistence rate is based on a comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number who reenrolled as full-time students in the fall of a following year. The data are summarized by institution. Individual reports give persistence information about two groups of students: all full-time undergraduate students, and student-athletes who either received athletics aid from the college or university or were offered aid but could not qualify for it because of NCAA initial eligibility legislation. Each individual report gives persistence information about students and student-athletes entering as full-time students for the first time in the fall of either 1991 or 1995, and returning as full-time students in the fall of 1996. The persistence rate for the 1991 cohort also includes those students who received their baccalaureate degree by the end of the 1996 summer term. Each individual report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and women's other sports. For each of these categories information on six self-reported racial or ethnic groups is included: American Indian or Alaska Native; Asian or Pacific Islander; Black; Hispanic; White; and Other. The total of all six groups combined is reported. (ND)

ED 413 307 SP 037 611

Martocci, Amy

Peer Observations and Promoting Teacher Tenure Recommendations.

Pub Date—1997-00-00
Note—29p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, *Beginning Teachers, Elementary Secondary Education, Evaluation Methods, Mentors, Observation, *Peer Evaluation, Principals, Public Schools, School Districts, Surveys, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Evaluation, *Tenure
Identifiers—*Clarkston Community Schools MI, Michigan

A survey concerning peer observations of non-tenured teachers was administered in the Clarkston Public School District (Michigan). The goal was to obtain opinions about retaining peers to observe non-tenured teachers in the tenure receiving process. Of the 150 principals, tenured teachers, and non-tenured teachers surveyed, 86 responded. The results were compared differentiating between principals, tenured teachers, and non-tenured teachers, and then compared together as a whole. The data indicate that a majority of the respondents believe that principals do not have sufficient time to devote to comprehensive assessment of new teachers, thus rendering one-person observations and evaluations inadequate. The majority of respondents prefer a collective approach (peer observations), which entails a multidisciplinary approach to tenure evaluation that is fair, balanced, and instructional with a reduced tendency for bias. The Peer Observation Survey is appended. (Contains 5 tables noting comments and 12 references). (Author/SM)

ED 413 308 SP 037 612

Teachers, Teacher Education and Development: Report on an APEID Regional Meeting of Directors of Educational Research and Development Institutes in the Asia and the Pacific Region. Final Report of a Regional Meeting (July 7-15, 1997).

National Inst. for Educational Research, Tokyo (Japan).
Pub Date—1997-00-00
Note—218p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Educational Development, Educational Research, Elementary Secondary Education, *Faculty Development, Foreign Countries, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *Research and Development, Research Needs, Teacher Improvement, *Teaching (Occupation)
Identifiers—*Asia Pacific Region

The 1997 Asia-Pacific Programme of Educational Innovation for Development (APEID) Regional Meeting of Directors of Educational Research and Development Institutes in the Asia and the Pacific Region reviewed research from the Asia-Pacific region related to teachers, teacher education, and teacher development. The meeting identified common educational research priorities in the region and developed a collaborative framework for addressing issues and priorities identified by the participants. Participants were 14 directors of institutes for educational research and development from China, Indonesia, Iran, Japan, LAO P.D.R., Malaysia, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand, The University of the South Pacific (Fiji), and Vietnam. Chapter 1 of this report introduces the meeting. Chapter 2 provides summaries of the country papers. Chapter 3 addresses a future research agenda for teachers and teaching, offering a framework for discussion, panel presentation summaries, and priorities for collaborative research. Chapter 4 addresses educational research, policy making and decision making, and implications for teachers and teacher education and development. Chapter 5 summarizes the group's recommendations. Two appendixes comprise the bulk of the report. Appendix 1 provides complete versions of the country papers. Appendix 2 offers a general meeting paper "Strengthening the Role of Teachers in a Changing World: Issues, Prospects and Priorities" (Rupert Maclean and Ian Birch). (SM)

ED 413 309 SP 037 614

Ganser, Tom

The Views of Students in an Early Field Experience: Mixed Messages.

Pub Date—1997-10-16
Note—39p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research

Association (Chicago, IL, October 16, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College School Cooperation, College Students, Consciousness Raising, Diversity (Student), Education Majors, Elementary Secondary Education, *Field Experience Programs, Higher Education, Preservice Teacher Education, Special Education, *Student Attitudes, *Teacher Education Programs, *Teaching Experience, *Urban Schools
Identifiers—*Early Field Experience, *University of Wisconsin Whitewater

The University of Wisconsin-Whitewater requires early field experience of preservice teachers. As part of the Preprofessional Block, students are assigned to a 50-hour classroom experience shadowing a Milwaukee public school teacher. The university provides transportation to the site at a cost of $65 to each student. A survey of students participating over five semesters examined: (1) their feelings about being assigned to special education classrooms (for those assigned there); (2) ways that the field experience influenced their beliefs about teaching and learning; (3) things they learned about teaching that they might not have learned otherwise; and (4) their observations about the experience in general. Overall, students found the field experience worthwhile but not without problems. Many problems related to early field experiences in general and to the program's specific logistical arrangements. The most satisfied students usually noted good cooperating teachers and assignments to grades or content areas in which they intended to teach. The most dissatisfied students described their cooperating teachers as burned out or poor teachers. The fact that the program offered students guided access to urban schools that they might not have had otherwise was recognized as an advantage. (Contains 29 references). (SM)

ED 413 310 SP 037 615
Oliver, Kevin M.
Realizing the Potential of Scaffolded Instruction in Situated Learning Environments: Lessons from a Formative Evaluation.
Pub Date—1996-03-30
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, College Freshmen, *College Instruction, Constructivism (Learning), Educational Technology, *Engineering Education, Formative Evaluation, Higher Education, Introductory Courses, *Problem Solving, Self Efficacy, Skill Development, Student Educational Objectives, Teacher Attitudes, Teaching Methods
Identifiers—*Performance Support Systems, Scaffolding, *Situated Learning, Zone of Proximal Development

One higher education institution initiated a context based, situated learning environment to guide an introductory freshman engineering course that was designed to overcome many problems in traditional engineering education. Instructors used situated environment to facilitate: student acquisition of intellectual curiosity, appropriate framing and resolving of ill-defined problems, and effective communication skills. Students developed solutions to ill-defined problems in astronautical, civil, electrical, and mechanical engineering. The course promoted positive student change, but formative evaluation (faculty interviews, questionnaires, and observations) uncovered problems with scaffolding that detracted from overall course success. These problems included: (1) disregard of its value by some professors at the expense of students lacking prerequisite skills; (2) student confusion regarding inherently vague concepts like reflective judgment and confusing problem-solving tasks; and (3) differing approaches to scaffolding taken by several instructors within the course. Suggestions for solving the problems included: incorporating technology supports into the course; direct instruction on reflective judgment and problem solving strategies rather than repetitive mentioning of catch words; and exposure of instructors to standards of scaffolding as a point of reference upon which to base performance. (Contains 28 references). (SM)

ED 413 311 SP 037 616
Zetler, Alan Spuhler, Lee
The Single Best Thing: Mentoring Beginning Teachers. A Manual for Program Designers and Participants.
Montana State Board of Education, Helena.
Pub Date—1997-07-00
Note—90p.; Prepared for the Montana Certification Standards and Practices Advisory Council.
Available from—Montana Certification Standards and Practices Advisory Council, 2500 Broadway, Helena, MT 59620; phone: 406-444-6576.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Elementary Secondary Education, Helping Relationship, Interpersonal Relationship, *Mentors, *Program Administration, Program Development, *Teacher Role, Teaching Experience
Identifiers—*Protege Mentor Relationship

This self-help manual provides information to districts and schools wishing to investigate or implement a beginning teacher mentoring support program. The manual describes one model of mentoring, the Beginning Teacher Support Program, that was researched in Montana schools from 1992-1995. Chapter 1 introduces the purpose and organization of the manual. Chapter 2 discusses essential components of mentoring, such as staff/community involvement, board approval, administrative support, and program evaluation. Chapter 3 highlights administrator issues, including staff/community involvement, school board validation, program administration, new teacher involvement, ongoing responsibilities, and program evaluation. Chapter 4 explains the mentor's role, discussing how mentors are selected, length of their involvement, incentives to participate, communication skills, mentor qualities, reflective questioning, and mentor-mentee interaction. Chapter 5 discusses the beginning teacher mentee, noting the benefits of context knowledge, other mentoring benefits, and the formalized mentor-mentee relationship. The seven appendixes offer: (1) references; (2) a list of available handbooks, guides, and reports; (3) sample administrative letters; (4) questions to facilitate reflective thinking; (5) a checklist for starting the school year; (6) a list of participants in the Montana Beginning Teacher Support Program; and (7) address list for the program Steering Committee. (SM)

ED 413 312 SP 037 617
Components of Quality HIV/STD Prevention & Human Sexuality Education. Report of the HIV/STD Prevention & Human Sexuality Education Task Force.
Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Florida State Dept. of Education, Tallahassee.
Spons Agency—Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
Pub Date—1996-00-00
Contract—U87-CCU408585-03
Note—40p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Comprehensive School Health Education, Elementary School Students, Elementary Secondary Education, *Health Promotion, Knowledge Level, Secondary School Students, *Sex Education, Sexuality, State Curriculum Guides, *Student Educational Objectives
Identifiers—*Florida, *Sexually Transmitted Diseases

This report sets forth the essential components of quality HIV/STD prevention and human sexuality education as determined by the HIV/STD Prevention and Human Sexuality Education Task Force. The first part of the report presents the purpose of the task force, background on Florida legislation on HIV/AIDS and sexuality education as part of comprehensive health education in Florida's middle and high schools, an account of the report development, and a summary of the philosophy of the task force. The second part presents the components of quality HIV/STD prevention education under four headings: disease, prevention, social and emotional aspects, and resources. The third part presents the components of quality human sexuality education under the same four headings. The components in each part are presented in table format for grades K-5, 6-8, and 9-12. Objectives are given for each component for each grade. (SM)

ED 413 313 SP 037 621
Mertler, Craig A. Steyer, Sheri Petersen, George J.
Teachers' Perceptions of the Leadership/Followership Dialectic.
Pub Date—1997-10-00
Note—25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15-18, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Collegiality, Elementary School Teachers, Elementary Secondary Education, *Leadership, Principals, Public School Teachers, Public Schools, School Districts, Secondary School Teachers, Sex Differences, *Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Characteristics, Teacher Participation, *Teacher Role
Identifiers—California, Ohio

An essential component of effective leadership is the cultivation of followers. This study examined whether 67 California and Ohio elementary and secondary school teachers understood the role and importance of followership in influencing school leadership. Teachers provided demographic data and completed the Teacher Sentiment Inventory, which assessed the extent to which their specific actions and characteristics reflected their understanding of followership. They ranked statements associated with particular actions or beliefs concerning the relationship between the teacher and the principal. Results indicated that teachers fell into one of three styles of followership: exemplary followers (with high levels of active engagement and independent thinking), pragmatist followers (who perform required tasks well but seldom venture beyond them), or conformist followers (with high active engagement but low independent thinking). None of the teachers were classified as alienated (independent thinking only) or passive (neither independent thinking nor actively engaged) followers. Both men and women scored high on independent thinking in their work. Female teachers reported higher levels of active engagement in the role of follower than did male teachers. (Contains 26 references.) (SM)

ED 413 314 SP 037 622
Brock, Colin, Ed.
Global Perspectives on Teacher Education. Oxford Studies in Comparative Education, Volume 6, Number 2.
Report No.—ISBN-1-873927-28-2; ISSN-0961-2149
Pub Date—1996-00-00
Note—152p.
Available from—Triangle Books, P.O. Box 65, Wallingford, Oxfordshire OX10 0YG, England, United Kingdom; World Wide Web: http://www.triangle.co.uk
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—*Comparative Education, Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, *International Education, *Teacher Education,

*Teacher Education Programs, Teacher Educators, *Teachers

Identifiers—Asia (Southeast), England, Pakistan, Research in Education, Sierra Leone

Expectations for teachers tend to be high throughout the world, and often teachers are blamed for the ills of society. This volume highlights the predicament of teachers and the state of teacher education in widely differing locations and situations. After an Introduction (Colin Brock), papers include: (1) "The Significance of Teacher Education for International Educational Development" (Roger Iredale); (2) "Is There a Crisis in Teacher Education?" (Witold Tulasiewicz); (3) "The James Report and What Might Have Been in English Teacher Education" (James Porter); (4) "Teacher Education, Gender and Development" (Lynn Davies); (5) "The Implication of Theory for a New Masters Programme for Teacher Educators in Pakistan" (Barbara Jaworski); (6) "Teacher Education in Pakistan: Problems and Initiatives" (Humala Khalid); (7) "Changing Patterns of Teacher Education in Sierra Leone" (Colin Brock); (8) "Teacher Education in South East Asia: Prospects for a North-South Dialogue with a Difference" (Elwyn Thomas). Each chapter contains references. (ND)

ED 413 315 SP 037 624

Howard, Richard Hitz, Randy Baker, Larry

Comparative Study of Expenditures Per Student Credit Hour of Education Programs to Programs of Other Disciplines and Professions.

Montana State Univ., Bozeman. Coll. of Education, Health, and Human Development.

Spons Agency—Teacher Education Council of State Colleges and Universities, Oshkosh, WI.; American Association of Colleges for Teacher Education, Washington, DC.; Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities.

Pub Date—1997-00-00

Note—45p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Finance, *Expenditure Per Student, Graduate Study, Higher Education, Intellectual Disciplines, National Surveys, *Preservice Teacher Education, *Schools of Education, *Teacher Education Programs, Undergraduate Study, Universities

Identifiers—University of Delaware

Using 1994-1995 data from the University of Delaware's national database of instructional expenditures and productivity, researchers developed comparative average expenditures across academic disciplines. The data included numbers of undergraduate and graduate credit hours generated and direct instructional expenses for the 1994-1995 academic year by academic discipline. Researchers summarized minimum, maximum, and average expenditures per full time equivalent student. Using those averages, they conducted analyses comparing the average expenditures per student credit hour (SCH) of education programs to the average expenditure per SCH of other academic disciplines, other professional programs, and between education programs in institutions of different Carnegie classifications. Overall, education programs were funded below the institutional average for all disciplines in all Carnegie classifications. Education programs were less well-funded than other professional programs, with the exception of social work and accounting at research institutions. Four appendices provide: (1) a list of participating institutions in the University of Delaware's 1996 National Cost and Productivity Study; (2) classification of instructional programs code taxonomy; (3) research universities average expenditures and percent of total average expenditures per student credit hour, undergraduate and graduate, by discipline; and (4) research universities average expenditures and percent of total average expenditures per student credit hour, by discipline comparison of professional programs. (SM)

ED 413 316 SP 037 625

Klcker, Beverly Loadman, William E.

Exploring Teacher Job Satisfaction, across Years of Teaching Experience.

Pub Date—1997-10-16

Note—34p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collegiality, Elementary Secondary Education, Faculty Development, *Job Satisfaction, Public School Teachers, Public Schools, *Teacher Attitudes, Teacher Employment Benefits, Teacher Salaries, Teacher Student Relationship, *Teaching Conditions, *Teaching Experience

Identifiers—*Ohio

This cross-sectional, descriptive study explored seven aspects of classroom teachers' job satisfaction across six categories of years of teaching experience (ranging from 5 years or fewer to 26 years or more). The National Follow-up Survey of Teacher Education Graduates was mailed to 10,544 teachers in 307 restructured Ohio public schools and returned by 38 percent (N=4,076). The survey measured job satisfaction by examining: (1) salary and fringe benefits; (2) opportunities for professional advancement; (3) level of personal/professional challenge; (4) level of professional autonomy/decision making authority; (5) general work conditions; (6) interactions with colleagues; and (7) interactions with students. All teacher ratings of job satisfaction were positive, and differences were of degree rather than kind. There were no statistically significant differences by years of teaching experience in ratings of satisfaction with salary, general work conditions, or interaction with students. Teachers rated interactions with students the highest and satisfaction with general working conditions the lowest. Teachers with 5 or fewer years of teaching experience rated satisfaction higher on opportunities for advancement, personal/professional challenge, professional autonomy/decision making, and total scale score. In general, after the first five years of teaching, there were no differences in job satisfaction ratings across the six categories. Four data tables are attached. (Contains 29 references.) (SM)

ED 413 317 SP 037 626

Leighton, Mary S. O'Brien, Eileen Walking Eagle, Karen Weiner, Lisa Wimberly, George Youngs, Peter

Roles for Education Paraprofessionals in Effective Schools: An Idea Book.

Policy Studies Associates, Inc., Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Contract—EA94053001

Note—120p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, Excellence in Education, Federal Aid, Financial Support, Occupational Information, *Paraprofessional School Personnel, *School Effectiveness, Schools, *Staff Development, *Staff Role, Teamwork

Educational paraprofessionals can provide strong, multidimensional support for students' academic success. The first part of this book presents information on roles for education paraprofessionals in effective schools, focusing on the history of paraprofessionals as multifaceted members of the schools staff, the work of paraprofessionals, how to assess whether paraprofessionals can help, and elements of good paraprofessional practice. The second part offers an overview of 15 effective programs nationwide that employ paraprofessionals. The programs include: early childhood education, Title I instruction, Head Start, parent participation, school employee effectiveness training, site-based management, career development, and bilingual pupil services. The third part of the book profiles the 15 effective programs in detail. The three appendixes present listings of paraprofessional job titles and descriptions, profile sites and contacts, and information on Federal student aid programs. (Contains 25 references.) (SM)

ED 413 318 SP 037 627

The President's Challenge Physical Fitness Program Packet, 1997-98.

President's Council on Physical Fitness and Sports, Washington, DC.

Pub Date—1997-00-00

Note—35p.; The poster referred to is not included in ERIC's copy.

Available from—President's Council on Physical Fitness and Sports, 200 Independence Avenue, S.W., Room 738H, Washington, DC 20201.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Awards, *Body Composition, Calisthenics, Child Health, Elementary Secondary Education, *Exercise, *Health Related Fitness, *Physical Fitness, *Physical Fitness Tests, Standards

Identifiers—*Presidents Council on Physical Fitness and Sports

The President's Challenge Physical Fitness Awards Program makes four awards: The Presidential Physical Fitness Award recognizes those students who score at or about the 85th percentile on all five tests; the National Physical Fitness Award for those in the 50th to 84th percentile; the Participant Award for those who fall below the 50th percentile on any one test item; and the Health Fitness Award recognizing students who maintain a healthy level of fitness. This packet contains: a letter from President Bill Clinton; a message from the President's Council on Physical Fitness; the test manual, including objectives, descriptions, and scoring for each activity, modifications for students with disabilities, and standards for each test; body mass index scale; fitness highlights; descriptions and order information for awards; state champion entry form; physical fitness and health fitness scorecards; information on physical fitness demonstration centers; a list of additional resources; and President's Challenge apparel descriptions and order information. A fact sheet and poster come with the packet. (ND)

ED 413 319 SP 037 628

Get Fit! How To Get in Shape To Meet the President's Challenge. A Handbook for Youth Ages 6-17.

President's Council on Physical Fitness and Sports, Washington, DC.

Pub Date—1997-00-00

Note—45p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Calisthenics, *Child Health, Elementary Secondary Education, Health Promotion, *Health Related Fitness, *Motivation, *Physical Fitness, *Physical Fitness Tests

This handbook focuses on how to get into shape, how to practice for each of the events in the President's Challenge, and how to improve performance on various events to increase chances of earning one of the President's Challenge awards. Sections of the booklet cover motivational tips, defining and measuring physical fitness, body composition, how to improve fitness, a description of the President's Physical Fitness Award Program and how to do the various exercises, information on the Health Fitness Award, an exercise program, guidelines for qualifying students with disabilities, and a fitness quiz. (ND)

ED 413 320 SP 037 629

Physical Activity and Sport in the Lives of Girls. Physical & Mental Health Dimensions from an Interdisciplinary Approach.

Minnesota Univ., Minneapolis. Center for Research on Girls and Women in Sport.

Spons Agency—Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; President's Council on Physical Fitness

and Sports, Washington, DC.
Pub Date—1997-05-00
Note—109p.
Available from—Center for Research on Girls and Women in Sport, 203 Cooke Hall, 1900 University Ave., S.E., University of Minnesota, Minneapolis, MN 55455; phone: 612-625-7327; World Wide Web: http://www.kls.coled.umn.edu/crgws/
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Child Health, Elementary School Students, Elementary Secondary Education, *Females, *Health Promotion, *Health Related Fitness, Interdisciplinary Approach, *Mental Health, Physical Activities, Physical Fitness, Research Needs, Secondary School Students, *Sex Stereotypes, *Womens Athletics

This report highlights relevant research and expert opinion on girls' involvement in physical activity and sport. Research findings revealed: (1) more girls are participating in a wider array of physical activities than ever before; (2) regular physical activity in adolescence can reduce risk for obesity and hyperlipidemia, increase bone mass and reduce risk of osteoporosis in later life, and reduce stress and depression; (3) exercise and sport participation can enhance mental health by improving feelings about body image, self esteem, and enhancing self confidence; (4) poverty substantially limits many girls' access to physical activity and sports; (5) excessive exercise and certain forms of athletic participation can lead to eating disorders; and (6) barriers to positive experiences for some girls are lack of opportunity, gender stereotypes, and homophobia. Study findings suggest a number of conclusions and practical recommendations, including: girls should be encouraged to get involved in sports at an early age; specific mechanisms which enhance girls' opportunities to be physically active must be developed and supported; physical educators, exercise leaders, and coaches are in a primary position to recognize disordered eating patterns; girls and boys should work and play together from an early age; coaches and physical educators should give girls equal access and attention; and professionals must actively intervene in the face of discrimination. Directions for future research are also outlined. (Contains approximately 300 references.) (ND)

ED 413 321 SP 037 631

Kids in Action. Fitness for Children.

President's Council on Physical Fitness and Sports, Washington, DC.
Pub Date—1996-00-00
Note—13p.
Available from—President's Council on Physical Fitness and Sports, HHH Building, 200 Independence Avenue, S.W., Room 738H, Washington, DC 20201.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Calisthenics, *Child Health, Elementary Education, Exercise, Health Promotion, *Health Related Fitness, *Nutrition, *Parent Child Relationship

This booklet contains ideas for parents to encourage their children to be physically active. Twenty-one activities—incorporating such skills as jumping, balancing, and stretching—are described and illustrated, and variations are provided to accommodate children's different abilities. A "Physical Activity Pyramid" shows how to fit activity into daily life for health and fun. Dietary information and "The Food Guide Pyramid" (U.S. Department of Agriculture) are included. (ND)

ED 413 322 SP 037 632

Sexuality Education. Selected Materials from the NCEMCH Reference Collection.

National Center for Education in Maternal and Child Health, Arlington, VA.
Pub Date—1997-04-00
Note—31p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, Annotated Bibliographies, *Child Health, Elementary Secondary Education, Family Life Education, Pregnancy, *Sex Education, *Sexuality
Identifiers—*Sex Knowledge

This annotated bibliography describes materials from the National Center for Education in Maternal and Child Health (NCEMCH) reference collection. The 125 items focus on children and sexuality education. Most materials about preventing AIDS/HIV, adolescent pregnancy prevention, and school health education in general, however, are omitted because these topics are addressed in separate bibliographies. Contact information and sources for obtaining the items are included. (ND)

ED 413 323 SP 037 633

Haskins, Ron Bevan, Carol Statuto

Implementing the Abstinence Education Provision of the Welfare Reform Legislation.

Congress of the U.S., Washington, DC. House Committee on Ways and Means.
Pub Date—1997-00-00
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Births to Single Women, Block Grants, *Federal Legislation, *Health Promotion, Public Health, *Sex Education, *Sexuality, Social Problems, State Federal Aid, Student Behavior
Identifiers—*Abstinence, Health Behavior, *Maternal and Child Health Block Grants, Welfare Reform

As part of its 1996 welfare reform bill, the U.S. Congress enacted a $50 million per year program to fund abstinence education. The welfare reform law addresses the problem of births to single adolescents by enforcing child support payments, giving states financial incentives to reduce nonmarital births, and creating the abstinence education grant. The grant, administered under the Federal Maternal and Child Health program, mandates that programs give teens one unambiguous message: sex outside marriage is wrong and harmful to health. Every program funded by the provision must teach: (1) abstinence as the only certain way to avoid pregnancy and sexually transmitted diseases and as the expected standard for students; (2) monogamous married relationships as the expected standard of human sexual activity; (3) self-sufficiency as essential before engaging in sexual activity; and (4) the ability to reject sexual advances and understand the dangers of alcohol and drugs. States may have flexibility in deciding how to administer the program, though they are obligated to be aggressive in creating programs. Regardless of how states distribute the abstinence education money, the funds can only be spent on activities meeting the definition of abstinence education within the Federal statute. Two appendixes provide: Provisions to Combat Rising Out-of-Wedlock Birth Rates, Welfare Reform Conference Report on H.R. 3734; and Legislative Language and Report Language for Abstinence Education Provision. (SM)

ED 413 324 SP 037 635

Seefeldt, Vern D. Ewing, Martha E.

Youth Sports in America: An Overview.

President's Council on Physical Fitness and Sports, Washington, DC.
Pub Date—1997-09-00
Note—14p.; Published quarterly.
Journal Cit—President's Council on Physical Fitness and Sports Research Digest; Series 2 n11 Sep 1997
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Athletics, Elementary Secondary Education, Health Promotion, *Physical Activities, *Recreational Activities, Sex Differences, Sex Role, *Youth Programs
Identifiers—*Youth Participation

This newsletter issue documents the number of children and adolescents participating in sports and examines gender differences, barriers to participation, and benefits of sports participation. The largest number of participants is enrolled in agency-sponsored programs (45 percent), followed by recreational programs (30 percent). Gender data reveal that there is a persistent gap in youth sports enrollment figures between males and females, and that the lack of female coaches to serve as role models, counselors, and mentors of young girls in sports may discourage girls from participating in organized sports. Other barriers to participation include: restrictions on team membership, the organizational structure of sports in the United States, lack of competent volunteer coaches, and overzealous promoters. Benefits of youth sports participation include: better health through increased activity and skill-building; social development; moral development, especially with regard to delinquency and aggressive behavior; and deterring negative behavior such as gang membership. The report concludes with 13 recommendations to improve youth participation in sports. Tables present data on the percentage of youth enrolled in specific categories of sports; a survey of 1994-95 athletics participation; continued participation by age and sport; and pronouncements of professional organizations regarding youth sports. (Contains 96 references.) (ND)

ED 413 325 SP 037 636

Ahmed, Christine

AIDS and Women—Changing Epidemic: Staying on Top as a Health Educator.

Pub Date—1996-04-20
Note—12p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation and Dance (Atlanta, GA, April 16-20, 1996).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Behavior Change, *Females, *Health Education, *Health Promotion, Models, Program Development, Secondary Education, *Womens Education
Identifiers—*Health Behavior, Psychosocial Factors, *Risk Taking Behavior, Safe Sex Practices, Sexually Transmitted Diseases

There are too few HIV/AIDS research, prevention, and treatment efforts for women, though 13 percent of U.S. AIDS cases involve women. There is also a paucity of knowledge about how AIDS affects women uniquely. HIV infection is currently moving to younger cohorts and from men to women. The four known transmission routes are blood products, intravenous drugs, perinatal transmission, and sexual intercourse. Because there is no vaccine or treatment for HIV/AIDS, researchers are focusing on behavior. The health belief model has been used to help understand behavior. Components of the health belief model that apply to prevention efforts include: (1) person factors (individual knowledge, attitudes, and beliefs); (2) perceived severity of the HIV/AIDS problem and the possibility of denial; (3) perceived susceptibility to HIV/AIDS; (4) perceived benefits of practicing safe behaviors; and (5) barriers to HIV/AIDS preventive action. The best methods for impacting preventive behavior, called "cues to action," include individualized communication, small group presentations, and educational drama. Planners need to know their audiences and understand the information audience members will believe and use. Educators should be very specific in explaining risk behaviors, offer options for intimate activity, build skills for practicing preventive behaviors, and enhance perceptions of risk by using appropriate media. (Contains 26 references). (SM)

ED 413 326 SP 037 637

Clinard, Linda M. Miron, Louis Ariav, Tamar Botzer, Iris Conroy, Judy Laycock, Kathy Yule, Kathy

A Cross-Cultural Perspective of Teachers' Perceptions: What Contributions Are Exchanged between Cooperating Teachers and Student Teachers?

Pub Date—1997-03-00
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Action Research, College School Cooperation, *Cooperating Teachers, *Cultur-

al Differences, Elementary Secondary Education, Foreign Countries, Higher Education, Mentors, Partnerships in Education, Preservice Teacher Education, *Professional Development Schools, Reflective Teaching, *Student Teachers, *Teacher Attitudes, Teacher Collaboration, Teacher Student Relationship
Identifiers—Beit Berl College (Israel), University of California Irvine

The University of California Irvine (UCI) and Beit Berl College (BBC) in Israel developed an action research project with cooperating teachers at their Professional Development Schools. This paper examines perceptions of UCI and BBC cooperating teachers within each culture and across cultures regarding: (1) contributions teachers provide to student teachers and benefits they gain from collaborating with them; and (2) effects of coaching on cooperating teachers' personal and professional lives. In both countries, student teacher/cooperating teacher experiences were based on the Costa/Garmston Cognitive Coaching model when mentoring students. Data came from recorded dialogues between university associates; informal interactions among principals, cooperating teachers, and university faculty; and end-of-year surveys that examined mentor-student teacher relationships. Participants completed surveys yearly between 1994 and 1996. Data from 1994-1995 found substantial differences between American and Israeli cooperating teachers in perceptions and behaviors. Over time, perceptions about cooperating teachers' contributions to student teachers changed. Israeli mentors did not indicate having gained from their coaches, while American mentors reported that they did, both professionally and personally. Respondents, particularly Americans, were positive about Cognitive Coaching. Three appendices contain the UCI 1994 and BBC 1995 questions, the UCI and BBC 1996 questions, and 35 references. (SM)

ED 413 327 SP 037 638

Taylor, Nancy E. Wilson, Josephine C.

Teaching in Culturally Diverse Contexts: Findings from a Reflective Teacher Education Program (A Summary).

Pub Date—1997-03-00
Note—10p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Higher Education, *Minority Group Children, Preservice Teacher Education, *Student Teachers, *Teacher Attitudes, Teacher Education Programs, *Teacher Student Relationship, Theory Practice Relationship
Identifiers—African Americans

This paper reports on a study of the teacher education practices and student characteristics that contribute to successful teachers of minority children, particularly African-American, whose background differs from their own. The study was conducted over two years on cohorts of students from a reflective teacher education program. First year results indicated that student teachers and first-year teachers experienced difficulties but persisted in teaching in ways consistent with the goals and models of the teacher education program. Both cohorts reported that a major hurdle was coming to grips with their students' home life; they were unprepared for the conditions of their students' lives and behaviors. Difficulties for some students resulted from incongruence of their teaching models and those of their cooperating teachers. Isolation was also a frequent complaint of these first-year teachers who suddenly found themselves in minority status. Student teachers and first-year teachers reported similar experiences in the second year of the study. Findings indicated that teachers and student teachers had problems relating to children's lives outside of school and that only one teacher experienced a school climate that gave her needed information and support. (Contains 16 references.) (ND)

ED 413 328 SP 037 639

Mertler, Craig A.

Students as Stakeholders in Teacher Evaluation: Teacher Perceptions of a Formative Feedback Model.

Pub Date—1997-10-00
Note—31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Evaluation Methods, Feedback, Formative Evaluation, High Schools, Higher Education, Models, *Student Attitudes, *Student Evaluation of Teacher Performance, *Teacher Attitudes, *Teacher Student Relationship
Identifiers—Florida

The "Student Evaluation of Teaching and Teaching Techniques" (SE3T) instrument, designed for this study of student evaluation of teacher performance, was administered twice to students in seven high schools in north Florida. Each time, results were tabulated and feedback provided to each teacher within one week; each teacher received only his or her own ratings and comments. A survey on the perceived strengths and weaknesses of the process was distributed to participating teachers. Analyses of the data revealed that overall reaction of the teachers to this process of collecting student feedback was highly positive and that it was feasible for teachers to conduct this process on their own. Teachers expressed concern, however, that the process would only be useful if students were honest in their ratings and comments, and that enough time were to elapse between administrations of the SE3T for teachers to process and act upon the feedback. Nearly all of the teachers discussed behaviors, identified as weaknesses by their students, that they had already addressed or were planning to address in the future. Results of the study suggested that the process of collecting student feedback on teachers' classroom performances is useful to teachers who voluntarily participate in the process, and that the SE3T rating form is a useful and valid instrument for collecting the data. Two data tables and a diagram of the SE3T model are appended. (Contains 39 references.) (ND)

ED 413 329 SP 037 640

Salzman, Stephanie A. Denner, Peter R. Harris, Larry B.

Creating the Vision: Using Best Practice Standards To Transform Teacher Education.

Pub Date—1997-00-00
Note—5p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Education Research Association (1997).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Educational Change, Elementary Secondary Education, Faculty Development, Higher Education, Preservice Teacher Education, *Standards, *Teacher Education Programs, *Teacher Improvement, Teaching Models
Identifiers—*Idaho State University

This paper summarizes the major points in a workshop that focused specifically on the challenges of transforming the teacher education program at Idaho State University to a standards-driven, assessment-informed, collaborative model. The program goal was that prospective teachers develop the knowledge, dispositions, and skills deemed essential for the beginning professional. After reviewing the context for reform, each of the four major initiatives undertaken towards systemic transformation of the program was discussed. These include: (1) development of a conceptual model; (2) core standards for beginning teachers; (3) a learner-centered professional development process; and (4) standards-based assessment. The transformation of the program resulted in opportunities to identify professional beliefs of "best practice" and to use those beliefs for the ongoing development and improvement of teacher education. (Contains 11 references.) (ND)

ED 413 330 SP 037 641

Abidin, Richard R. Kmetz, Christal A.

Teacher-Student Interactions as Predicted by Teaching Stress and the Perceived Quality of the Student-Teacher Relationship.

Pub Date—1997-04-03
Note—22p.
Available from—Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 3, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Intermediate Grades, Junior High Schools, Middle Schools, Social Behavior, *Stress Variables, *Student Behavior, *Teacher Attitudes, Teacher Behavior, *Teacher Expectations of Students, *Teacher Student Relationship, Teaching Styles
Identifiers—*Middle School Teachers

This paper reports on a study that examined teachers' perceptions of their relationships with specific students, their experience of stress in relation to those students, and whether those perceptions and experiences translate into observable differences in actual teacher behavior toward those students in the classroom. Specifically, the project explored the validity of two teacher-pupil relationship measures, the Index of Teaching Stress (ITS) and the Student-Teacher Relationship Scale (STRS), for predicting observed teacher behavior toward pupils. Teachers (N=30) from two Virginia middle schools completed three questionnaires regarding their relationships with both a behaviorally challenging and a control student in their classroom. Data analysis revealed that teacher behavior toward the behaviorally challenged child involved more negative and neutral behaviors than toward the control child, while the amount of positive behavior toward each child was not significantly different. Teachers experienced more stress with the behaviorally challenging child than with the control child and as stress increased, they tended to be less engaged with the behaviorally challenging child. Teachers also perceived greater warmth, less conflict, and more positive relations with the control child. Study findings suggested that teachers have different perceptions of and experience different stress levels with regard to specific students in their classroom, and that these differences may bias their behavior toward these students. Seven data tables are attached. (ND)

ED 413 331 SP 037 642

Mertler, Craig A. Petersen, George J.

A Collaborative Model of Teacher Evaluation: Roles and Challenges Faced by Various Constituent Groups.

Pub Date—1997-10-00
Note—21p.
Available from—Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, *Feedback, Models, Peer Evaluation, Secondary School Teachers, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Evaluation, *Teacher Improvement

Personnel evaluation in education occurs predominantly at the summative level and is used primarily for personnel decisions. Teachers are provided little feedback regarding their classroom performance and even less assistance in improving areas identified as weaknesses. While the improvement of instructional practice is perhaps the most important—and most positive—purpose of teacher evaluation, the current "dominant model" of teacher evaluation does not empower teachers to improve their instructional practices. Typically, there is no feedback for the teacher and no suggestions for improvement. The Collaborative Teacher Growth Model is offered as a possible alternative to the current system of evaluating teacher performance. This model incorporates feedback from a variety of sources—administrator observations, peer evaluations, student feedback, and teacher self-assessment—in an attempt to obtain a thorough and representative assessment of a teacher's instructional performance. The individuals then work collaboratively to develop an appropriate and individualized improvement plan for the teacher. However, several limitations to this alternative model exist. Language contained in state law and/or collective bargaining agreements often limit the frequency and scheduling of teacher evaluations. Fair dismissal laws may also specify that only individuals holding certain positions within the district may serve as evaluators of teaching performance. Finally, teachers must still be open to the idea of constructive feedback and must acknowledge that there is a need for improvement and that all teachers can improve. (Contains 36 references.) (Author)

ED 413 332 SP 037 662

Hutchison, Linda

Learning for Teaching: A Case of Constructing the Bridge between Subject Matter Knowledge and Pedagogical Content Knowledge.

Pub Date—1997-10-00

Note—42p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Elementary School Mathematics, Fractions, Grade 3, Higher Education, *Mathematics Instruction, *Mathematics Teachers, *Methods Courses, Practicums, Preservice Teacher Education, Primary Education, Prior Learning, *Teacher Competencies

Identifiers—*Pedagogical Content Knowledge, Preservice Teachers, *Subject Content Knowledge

A case study approach was used to explore the relationship between subject matter knowledge and the acquisition of pedagogical content knowledge in the preparation of preservice elementary mathematics teachers. A preservice elementary teacher was interviewed prior to her mathematics methods course to ascertain her subject matter background and prior pedagogical content knowledge. Both a mathematics educational biography and a structured task interview based on concepts of fractions were employed. Changes in the teacher's subject matter knowledge and pedagogical content knowledge were documented through observations in the mathematics methods course and her field mathematics teaching, and a final structured interview. The study showed that the teacher wanted to do a good job in teaching mathematics but faced many problems that were largely due to her mathematics preparation. Four appendices provide: the Preservice Elementary Mathematics Teaching Information Sheet, the Mathematics Education Biography Interview, the interview task #1 protocol, and the final task interview protocol. (Contains 15 references). (Author/SM)

TM

ED 413 333 TM 027 523

Dickinson, Wendy Kromrey, Jeffrey D.

The McClelland and Judd Approach: Using "Four-Corners" Data To Detect Nonlinearity and Nonadditivity.

Pub Date—1997-03-00

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Effect Size, *Interaction, Monte Carlo Methods, *Regression (Statistics), Sample Size, *Statistical Analysis

Identifiers—Additive Models, *Moderator Variables, *Nonlinear Models, Power (Statistics)

The analysis of interaction effects in multiple regression has received considerable attention in recent years, but problems with the valid identification of moderating variables have been noted by researchers. G. McClelland and C. Judd (1993), in their discussion of the statistical difficulties of detecting interactions and moderating effects, warned against the use of a four-corners subsample approach to moderated multiple regression, but they did not present empirical evidence that such an approach provides less power than the use of the full random sample. This study was conducted to produce evidence of the extent of power loss that is associated with the subsample strategy. The effectiveness of the four-corners subsample procedure was investigated through a Monte Carlo study that used regression models to generate data from populations with linear, nonlinear, and nonadditive relationships. In all, 2,304 conditions were examined, for 3 models, 4 levels of population "R" squared, 4 levels of regressor correlation, 4 levels of regressor reliability, 3 levels of sample size, and 4 levels of effect size for the nonlinear or nonadditive component. Results suggest that the use of the four-corners strategy rather than full sample analysis shows better specificity at the expense of reduced statistical power, or sensitivity, relative to full sample analysis. Despite the improved specificity of the four-corners approach, model misidentification rates were high in many of the conditions examined. The utility of either the four-corners approach or the full sample approach for testing theory is limited. (Contains 3 tables and 26 references.) (SLD)

ED 413 334 TM 027 565

Csete, Josephine M. Davies, Hilary

Servant of Two Masters? Comparing Results from Matched Employer and Graduate Surveys.

Pub Date—1997-03-27

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-27, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, *College Graduates, Comparative Analysis, *Curriculum Development, *Data Collection, *Employers, Foreign Countries, Higher Education, *Job Skills, Outcomes of Education, Qualitative Research, Research Methodology, Surveys

Identifiers—*Open Ended Questions

This paper reports on the design and results of a paired sample survey of 226 graduates and 110 of their employers in one professional area at a university. This study was designed to explore the usefulness of a method of data collection for paired surveys and the potential benefits of surveying both graduates and employers. Survey development and dissemination methods are described. A quantitative analysis was made of a list of 22 general skills. Qualitative analysis of graduate and employer comments compared graduate and employer expectations of any graduate employee in terms of important skills and their assessments of skills of a particular graduate (Achievement of the same skills). Although few statistically significant differences were found between ratings of employers and graduates, results indicate that each group can answer different questions that contribute to curriculum improvement, and more qualitative methods may reveal differences in similar questions. Recommendations for survey development and use include: (1) supplementing questions on general skill levels with open-ended questions; (2) differentiating between the importance of and achievement of skills; (3) graphically presenting qualitative results for decision makers; and (4) using alternate question types and qualitative data collection methods to control for respondents' tendencies to provide predominantly positive responses. (Contains 2 figures, 4 tables, and 16 references.) (SLD)

ED 413 335 TM 027 568

Slemon, Jill C. Shafrir, Uri

Academic Self-Efficacy of Post-Secondary Students with and without Learning Disabilities.

Pub Date—1997-03-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-27, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Adults, Analysis of Variance, Higher Education, Intelligence Tests, *Learning Disabilities, Prediction, Reading Difficulties, *Responses, Scores, *Self Efficacy, Verbal Tests

Identifiers—*Wechsler Adult Intelligence Scale (Revised), *Wide Range Achievement Test (Revised)

Predicted and actual scores on subtests of the Wechsler Adult Intelligence Scale-Revised (WAIS-R) and the Wide Range Achievement Test-Revised (WRAT-R) were obtained from 40 normally achieving postsecondary students (NA) and 92 adult students with learning disabilities (LD). LD students had major deficits in reading-related areas. It was hypothesized that, in their perceived deficit areas, students with LD would have different response patterns than NA students; that is, they would tend to have accurate estimates or underestimates of their responses, while NA students would tend to overestimate their performance on various tasks, as predicted by the work of A. Bandura (1989). It was also predicted that in their nonperceived deficit areas, students with LD would tend to have response patterns similar to those of NA students. Repeated measures analysis of variance found significant three-way interactions by group for predicted/actual scores by subtests for the WRAT-R and the WAIS-R. In the Reading subtest of the WRAT-R and in three of the WAIS-R verbal subtests, the first hypothesis was supported unambiguously. Students with LD had accurate predictions, while NA students overestimated significantly. In the Performance section of the WAIS-R, the second hypothesis was also supported. Differences between predicted and actual scores were similar for both groups. Implications for research and practice are discussed. (Contains 2 figures, 3 tables, and 19 references.) (Author/SLD)

ED 413 336 TM 027 571

Samejima, Fumiko

Ability Estimates That Order Individuals with Consistent Philosophies.

Pub Date—1997-03-28

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ability, *Estimation (Mathematics), *Item Response Theory, Philosophy, *Scores, Test Interpretation, Test Items, Validity

Identifiers—*Order Relations, Ordering Operations

Latent trait models introduced the concept of the latent trait, or ability, as distinct from the test score. There is a recent tendency to treat the test score as through it were a substitute for ability, largely because the test score is a convenient way to place individuals in order. F. Samejima (1969) has shown that, in general, the amount of test information decreases if the test score is the estimate of ability. This paper introduces a new family of models that has a high level of substantive validity and inner consistency in ordering individuals. This family is called the logistic positive exponent family (LPEF). The development of these models is traced, and how to define the item characteristic curve in the LPEF family is demonstrated. One of the most important characteristics of the LPEF family is that a point-symmetric (logistic) model is treated as one of the infinitely many models of the family. LPEF provides more appropriate models for human behavior those based on error distributions. (Contains 2 tables, 5 figures, and 12 references.) (SLD)

ED 413 337 TM 027 581

Forster, Margaret Masters, Geoff

Portfolios. Assessment Resource Kit (ARK).

Australian Council for Educational Research, Melbourne.

Spons Agency—South Australia Dept. of Education, Employment and Training, Adelaide. Children's Services Office.

Report No. —ISBN-0-86431-206-7

Pub Date—1996-00-00

Note—53p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 582-586.

Available from—Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124 Australia; telephone: 03-9277-5656' fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, *Portfolio Assessment, Portfolios (Background Materials), *Student Evaluation, Student Records, Teaching Methods

Identifiers—*Australia (South Australia), *Developmental Assessment, Monitoring, Progress Mapping

In developmental assessment, teachers monitor student progress against a map of developing skills, knowledge, and understanding. Portfolio assessment is a tool to use in developmental assessment, and there are many types of portfolios to support developmental assessment of students. When considering a portfolio type, it is important to consider its purpose and the design elements of content and selection of materials. Three types of portfolios are particularly useful in student assessment and can be used to locate student progress on a progress map. A Working Portfolio is the equivalent of the artist's studio. It shows the work in progress and the tools being used. The best working portfolios become interactive contexts for instruction and feedback. A Documentary Portfolio is a collection of student work assembled specifically for instruction and feedback. It contains final products of student work and evidence of the processes students used to create the work. Show Portfolios are the purposeful selection of a limited amount of the student's best work. Designing portfolios for developmental assessment means paying attention to purpose, content, and selection to illustrate progress in the best way possible. Examples are given of each of these portfolio types, and a summary is provided of the portfolio development process. A number of illustrations highlight specific information about portfolios for assessment. (SLD)

ED 413 338 TM 027 582

Forster, Margaret Masters, Geoff

Performances. Assessment Resource Kit (ARK).

Australian Council for Educational Research, Melbourne.

Spons Agency—South Australia Dept. of Education, Employment and Training, Adelaide. Children's Services Office.

Report No. —ISBN-0-86431-207-5

Pub Date—1996-00-00

Note—50p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 581-586.

Available from—Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124, Australia; telephone: 03-9277-5656; fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Comparative Analysis, Educational Assessment, Elementary Secondary Education, Foreign Countries, *Observation, *Performance Based Assessment, *Student Evaluation, *Test Construction

Identifiers—*Australia (South Australia), *Developmental Assessment, High Stakes Tests, Monitoring, Progress Mapping

Performance assessment is the assessment of students engaged in an activity. It is the on-the-spot evaluation of a performance, behavior, or interaction. Ordinarily, there is no concrete product that can be judged at a later date. In Developmental Assessment, teachers monitor student progress against a preconstructed map of developing skills, knowledge, and understanding. Performance assessment can be used in developmental assessment. The usefulness and quality of information obtained from observations of student performance can be improved by focusing observations on important learning outcomes and recording the observations systematically. Performance assessment events are planned assessment occasions for the observation of students engaged in an activity. The teacher selects a context for the assessment and decides on a method for judging student performance. Several ways of recording observations are described, and the use of these observations in constructing the student's progress map is outlined. It is sometimes important that assessments of student performance be comparable from student to student, assessor to assessor, or school to school. In high-stakes settings, student performance may have important consequences, and fairness dictates the need for comparability. When comparability matters, special attention must be given to planning performance assessments, judging them, and summarizing and reporting achievement. As in other kinds of assessment, teachers developing performance assessments must take their purposes, methods, and ways to estimate student progress into account. Examples of performance assessment problems and a summary of the performance assessment design process are given. A number of illustrations highlight important points. (SLD)

ED 413 339 TM 027 583

Masters, Geoff Forster, Margaret

Progress Maps. Assessment Resource Kit(ARK).

Australian Council for Educational Research, Melbourne.

Spons Agency—South Australia Dept. of Education, Employment and Training, Adelaide. Children's Services Office.

Report No. —ISBN-0-86431-205-9

Pub Date—1996-00-00

Note—58p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 581-586.

Available from—Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124, Australia; telephone: 03-9277-5656; fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Benchmarking, *Educational Assessment, Elementary Secondary Education, Foreign Countries, Observation, *Performance Based Assessment, *Student Evaluation

Identifiers—*Australia (South Australia), Developmental Assessment, Monitoring, *Progress Mapping

A progress map describes the nature of development in an area of learning and thus serves as a frame of reference for monitoring individual growth. An essential feature of a progress map, which is an integral component of Developmental Assessment, is that it describes and illustrates developing competence. The first step in constructing a progress map is to specify the kinds of skills, knowledge, and understandings that make up a domain of learning and to draw on expert knowledge and research evidence to develop a draft of the sequence in which these learning outcomes typically develop. Once a progress map has been drafted, the resulting draft must be checked against student achievement. The checking process usually leads to a revised map. Observations of student performance on assigned tasks provide opportunities to refine descriptions of progress through an area of learning, and this enriching process continues through each assessment task and beyond. A progress map describes typical student progress through an area of learning, but by itself it does not answer questions about the adequacy of student achievement. Comparative benchmarks may be set by reference to performances in other places or by other people, while absolute benchmarks may be set by identifying desirable levels of student performance for particular purposes. Examples of progress maps and benchmarks are given and highlighted in a number of illustrations. (Author/SLD)

ED 413 340 TM 027 584

Forster, Margaret Masters, Geoff

Projects. Assessment Resource Kit(ARK).

Australian Council for Educational Research, Melbourne.

Spons Agency—South Australia Dept. of Education, Employment and Training, Adelaide. Children's Services Office.

Report No. —ISBN-0-86431-2083

Pub Date—1996-00-00

Note—59p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 581-586.

Available from—Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124, Australia; telephone: 03-9277-5656; fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Foreign Countries, *Problem Solving, Student Evaluation, *Student Projects, Teaching Methods

Identifiers—*Australia (South Australia), High Stakes Tests

Projects are extended pieces of work completed over a period of time. They provide contexts for the assessment of general skills, as well as the ability to apply subject-specific knowledge and skills. Some of the general skills that projects demonstrate are collecting and organizing information, solving problems, working in a group, and self-direction. Some learning outcomes are best assessed by observing and monitoring students while they are engaged in project work. Other outcomes are best assessed by observing the end product of project work, the presentation or report. Examples of these outcomes are collecting information, interpreting data, and presenting results. In high-stakes settings, where student projects can influence decisions about their futures, high levels of student-to-student and assessor-to-assessor comparability are desirable to ensure fairness. In developmental assessment, teachers monitor student progress against a map of developing skills, knowledge, and understandings. Different types of projects provide different types of information that teachers can use to estimate student progress on a progress map. The project design process is summarized. A number of illustrations highlight student project examples and important information about using projects in developmental assessment. (SLD)

ED 413 341 TM 027 585

Masters, Geoff Forster, Margaret

Developmental Assessment. Assessment Resource Kit(ARK).

Australian Council for Educational Research, Melbourne.

Spons Agency—South Australia Dept. of Educa-

tion, Employment and Training, Adelaide. Children's Services Office.
Report No. —ISBN-0-86431-204-0
Pub Date—1996-00-00
Note—71p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 581-586.
Available from—Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124, Australia; telephone: 03-9277-5656; fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Child Development, *Educational Assessment, Educational Attainment, Elementary Secondary Education, Foreign Countries, *Individual Development, *Scoring, *Student Evaluation, Teaching Methods
Identifiers—*Australia (South Australia), *Developmental Assessment, Monitoring, Progress Mapping

Developmental assessment is the process of monitoring a student's progress through an area of learning so that decisions can be made about the best way to facilitate further learning. The unique feature of developmental assessment is its use of a progress map. The progress map, or continuum, describes the development in an area of learning and so provides a frame of references for monitoring individual development. The map becomes a shared framework for assessing student growth. In most areas of learning no single assessment is capable of providing information about the full range of learning outcomes. Some outcomes require particular methods of assessment, and teachers can use a variety of schemes for recording observations and judgments that range from anecdotal notes to procedures for rating and scoring student work. Developmental assessment involves careful recording of attainment to fulfill its central purpose, which is estimating students' levels of attainment in an area of learning, conceptualized as locations along a developmental continuum or progress map. The map gives a way of displaying student achievement graphically. When schools and school systems report student achievement against a progress map, performance can be understood not only in terms of the knowledge, skills, and understandings on the map, but also in terms of the performance of other student of the same age and grade. A number of illustrations highlight important concepts related to progress maps. (SLD)

ED 413 342 **TM 027 613**
Thompson, Bruce
If Statistical Significance Tests Are Broken/ Misused, What Practices Should Supplement or Replace Them?
Pub Date—1997-08-17
Note—32p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 1997).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Effect Size, *Research Methodology, *Statistical Significance, *Test Use
Identifiers—*Confidence Intervals (Statistics), *Research Replication

Given some consensus that statistical significance tests are broken, misused, or at least have somewhat limited utility, the focus of discussion within the field ought to move beyond additional bashing of statistical significance tests, and toward more constructive suggestions for improved practice. Five suggestions for improved practice are recommended: (1) required reporting of effect sizes; (2) reporting of effect sizes in an interpretable manner; (3) explicating the values that bear on results; (4) providing evidence of result replicability; and (5) reporting confidence intervals. Although the five recommendations can be followed even if statistical significance tests are reported, social science will proceed most rapidly when research becomes the search for replicable effects noteworthy in magnitude in the context of both the inquiry and personal or social values. (Contains 1 table and 74 references.) (Author/SLD)

ED 413 343 **TM 027 635**
Ryan, Katherine E. Chiu, Shuwan
An Examination of Item Context Effects, DIF, and Gender DIF.
Pub Date—1997-03-00
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Freshmen, *Context Effect, Higher Education, *Item Bias, Item Response Theory, Mathematics Tests, *Sex Differences, Test Format, Test Items
Identifiers—Item Bias Detection, *SIBTEST (Computer Program)

The relationship between differential item functioning (DIF)and test item context effects was studied in an investigation of whether the patterns of gender DIF in parcels of items are influenced by changes in item position, as seen in two forms of a test. A second aim was to determine whether performance of male and female test takers is differentially affected by variation in item position. Items were studied collectively to detect differential bundle functioning (DBF) within content areas of the Midwestern Mathematics Placement Exam, a test for college freshmen. Data from 5 test administrations and 2 test forms for over 5,000 students were used. The simultaneous item bias statistic and the bias estimator, beta, were calculated with the SIBTEST computer program. There were changes in the amount of gender DIF present when the SIBTEST results for forms 1 and 2 were compared. Results from the DBF analyses suggest that analytic geometry items were differentially easier for women on form 2. The idea of DBF is a useful addition to the study of DIF in that this approach provides added power for detecting patterns of differences. An appendix describes test item attributes.(Contains 5 tables and 27 references.) (SLD)

ED 413 344 **TM 027 640**
Sinkule, Judith Louise
A Study of Standardized Tests and Alternatives for Elementary Schools.
Pub Date—1996-12-00
Note—79p.; Master's thesis, Salem-Teikyo University.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, *Elementary School Teachers, Interviews, Principals, *Standardized Tests, *Student Evaluation, Surveys, *Teacher Attitudes, *Test Use
Identifiers—*Alternative Assessment, Randolph County School District WV

A review of the literature on the use of standardized tests suggested that standardized testing has not improved education and that alternative assessments are a more accurate measure of a student's knowledge. A study conducted in Randolph County (West Virginia) investigated whether elementary school teachers agreed with these conclusions. Results from 71 elementary school teacher surveys and interviews with a county office administrator and 2 principals indicated that all participants saw a need for standardized tests, even though most disliked using them. Teachers did use alternative assessments, but considered standardized testing to be of equal importance. In fact, teachers thought that the use of standardized test results, in conjunction with alternative assessment results, would most accurately measure students' educational progress. Overall, teachers in Randolph County thought that standardized tests should not be used alone in student evaluation. Nine appendixes provide supplemental information, including the examples of test questions for students, the teacher survey, and the interview protocols. (Contains 13 figures and 47 references.) (SLD)

ED 413 345 **TM 027 647**
Mitchell, Mathew
Situational Interest in the Statistics Classroom.
Pub Date—1997-03-25
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Environment, Graduate Students, Graduate Study, High School Students, High Schools, Higher Education, Mathematics Anxiety, Pretests Posttests, *Statistics, Student Attitudes, *Student Interests, Student Motivation, Teaching Methods
Identifiers—*Situational Effects

This study investigated two statistics classroom environments that "a priori" appeared to hold promise as being motivationally effective classrooms. One environment (2 classes totaling 51 students) was at the high school level and the other environment (4 classes, 70 students) was at the graduate level. The study focused on students' perceived interest in the learning environment, individual interest in statistics (with pretest and posttest measures), and mathematics anxiety (also with pretest and posttest measures). Results indicate that both environments were high in situational interest, did substantially increase the mean individual interest of students, and had a beneficial, but small, impact in terms of associated decreases in mathematics anxiety. In addition, there did appear to be some gender effects, although these were not consistent across the two learning environments. Finally, it is noted that the environments appeared to be particularly effective for students with previous low individual interest in statistics and mathematics. The study enriches understanding of the construct of "interest" by providing evidence that the situational interest of learning environments may have a much greater impact on individual interests that researchers previously thought. It may be necessary to pay as much attention to the motivational aspects of statistics instruction as to the learning effects. (Contains 3 figures, 4 tables, and 17 references.) (Author/SLD)

ED 413 346 **TM 027 649**
Ferree, Angela M.
Literature Instruction and Assessment: A Cross-National Study.
Pub Date—1997-03-28
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, Educational Assessment, Elementary School Teachers, Foreign Countries, Intermediate Grades, International Education, *Junior High School Students, *Literature, *Middle Schools, National Competency Tests, *National Curriculum, Secondary Education, Secondary School Teachers, State Programs, Student Interests, Teaching Methods, Testing Programs
Identifiers—*England, *External Evaluation, High Stakes Tests, United States

As part of a cross-national research project on literature instruction in middle-grade classrooms in Great Britain and the United States this study explored the effects of external assessment on that instruction. The focus was on the literature selected, the class time allotted, and provisions made for students' choices. The study explored the teaching of four language arts teachers in a middle school and junior high school in the south central United States and two secondary schools in the southwest of England. The English classes had 28 and 31 students respectively, and the U.S. classes each had 27 students. Data sources included observations of instruction, weekly interviews with teachers and students, interviews with auxiliary personnel, examination of official policy documents, and personal reflections of the researcher in journal form. In the United Kingdom, the National Curriculum provides for the teaching of a standard curriculum, and a national assessment, the Standard

Assessment Tasks, is taken by students at key educational stages. Assessment on a national scale is not a feature of American schools, but both study schools were in Texas, where students take the Texas Assessment of Academic Skills as part of the state testing program. In England, the National Curriculum had a strong influence on teachers' practice, and the external assessment both drove much of the curriculum and worked against student choice in reading selections. External assessment had little effect on the choice of literature studied in the Texas schools, and student choice was considered by one teacher and not the other. Results suggest that external assessment has an impact on instruction, and that the higher the stakes, or more distant the level of assessment, the greater the influence. External assessment does not appear to coexist comfortably with student choice of literature. (Contains 1 figure and 14 references.) (SLD)

ED 413 347 TM 027 655

Mayer, Daniel P.

Will New Teaching Standards Be Implemented If Old Tests Are the Yardstick for Success?

Spons Agency—College Entrance Examination Board, New York, NY.
Pub Date—1997-03-00
Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Algebra, Educational Assessment, Educational Practices, Grade 8, *Junior High School Students, Junior High Schools, *Mathematics, Performance Factors, *Standardized Tests, *Standards, Teaching Methods, *Test Results
Identifiers—Longitudinal Study of American Youth, National Assessment of Educational Progress, National Council of Teachers of Mathematics, *NCTM Professional Teaching Standards

As almost every state revises its mathematics frameworks or develops new ones, current testing practices remain almost unchanged. The National Council of Teachers of Mathematics (NCTM), in its "Professional Standards for Teaching Mathematics," argues for greater emphasis on application, reasoning, and conceptual understanding, but the "Standards" authors recognized that a discontinuity exists between standardized tests and their view of mathematics teaching. The implications of this mismatch may be that the "Standards" are never really implemented. This study examines whether students taught in NCTM-like classrooms perform differently on standardized assessments than students taught in traditional classrooms. The question is addressed in the context of eighth-grade algebra classrooms using students from the second cohort of the Longitudinal Study of American Youth for the 1988-89 school year. The analytic sample consists of 325 students and 37 teachers from 34 schools. A teacher survey determined whether teachers used an active teaching approach of the sort advocated by the "Standards." Algebra achievement was measured through test items from the National Assessment of Educational Progress (NAEP) taken in eighth and ninth grades. The study finds that the more emphasis a teacher places on class discussion and small group work relative to lecture and seatwork, the less students gain on their NAEP examinations over 1 year. This negative association is not accounted for by teacher or student background characteristics. Results highlight the mismatch between the sort of teaching increasingly advocated and performance on current types of standardized tests. (Contains 2 figures, 4 tables, and 61 references.) (SLD)

ED 413 348 TM 027 656

Mayer, Daniel P.

New Teaching Standards and Old Tests: Dangerous Mismatch?

Spons Agency—College Board, New York, NY.
Pub Date—1997-03-00
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algebra, Educational Change, *High School Students, High Schools, Mathematics Achievement, *Mathematics Instruction, Middle Schools, *Standards, State Programs, *Test Results, *Testing Programs
Identifiers—*Middle School Students, *National Council of Teachers of Mathematics

As almost every state attempts to reform mathematics instruction by implementing new teaching standards, state testing practices remain largely unchanged. Is there a mismatch between these new standards and the old tests? This question is investigated by examining whether middle school and high school algebra students taught in a manner consistent with the National Council of Teachers of Mathematics (NCTM) "Professional Standards" performed differently on three standardized algebra assessments than students taught in traditional classrooms. The data come from 94 teachers, 2,369 students, and 40 schools in 1 of the nation's largest school districts. Results indicate that a mismatch does not exist between the "Standards" and the old tests. In fact, middle school algebra students whose teachers spent more time using the NCTM teaching approach had higher growth rates than students whose teachers spent less time using the approach. However, students with higher ability levels benefited more. The growth rates of the lowest achieving students, the high school students (who were disproportionately poor and black), were not helped or hindered by the NCTM teaching approach. This study provides policymakers with evidence that traditional multiple choice tests do not directly undermine the standards movement in this one school district. On the other hand, old tests will not provide teachers of low-achieving students with any incentive to adopt the "Standards." (Contains 2 figures, 8 tables, and 50 references.) (Author)

ED 413 349 TM 027 657

Land, Robert

Moving Up to Complex Assessment Systems. Proceedings from the CRESST Conference (Los Angeles, CA, September 5-6, 1996).

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-00-00
Contract—R305B60002
Note—25p.
Available from—UCLA Center for the Study of Evaluation, 10920 Wilshire Boulevard, Suite 900, Los Angeles, CA 90024-6511.
Journal Cit—Evaluation Comment; v7 n1 p1-22 Sum 1997
Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conferences, *Educational Assessment, Educational Research, Educational Technology, Elementary Secondary Education, *Evaluation Utilization, Models, Reliability, Research and Development, *Standards, *Test Use, Validity
Identifiers—*Center for Research on Eval Standards Stu Test CA

Assessment systems to measure high educational standards emerged as the major theme at the 1996 conference of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), "Moving Up to Complex Assessment." This feature article, providing a summation of the proceedings of the conference, reports that the approximately 250 educators and community leaders were in general agreement that challenging standards are the key to the improvement of American education. In opening remarks, the codirectors of CRESST, Eva L. Baker and Robert L. Linn explained the conceptual model that is guiding CRESST assessment research and development in the next 5 years. This model focuses on the utility of assessment systems for various purposes and establishes long-range goals for the Center's research. The CRESST model highlights three qualities that are essential to the productive use of assessment: validity, fairness, and credibility. Conference presentations centered on broad areas related to these qualities: (1) developing valid, fair, and credible assessments; (2) enhancing the utility of assessments; and (3) exploring the role that technology can play in creating new possibilities in developing and using assessment systems. (SLD)

ED 413 350 TM 027 660

Recent Trends of Selected Statistics, 1996.

North Carolina State Dept. of Public Instruction, Raleigh. Financial and Personnel Services.
Pub Date—1996-06-00
Note—28p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, College Entrance Examinations, Dropouts, Educational Finance, *Educational Trends, Elementary Secondary Education, *Enrollment, Gifted, *Public Schools, School Districts, *School Statistics, Special Education, State Programs, Tables (Data), *Test Results, Testing Programs, Trend Analysis
Identifiers—*North Carolina, Scholastic Assessment Tests

Tables in this publication provide statistical information about North Carolina's public schools from 1986-87 through 1995-96, although not all data are provided for the earlier years. Trend data are presented in graph form and summarized in table form in most instances. In 1986-87, the state had 1,963 public schools to serve its school age population (1987) of 1,564,747. In the 1995-96 school year, the state's 1,984 public schools served a school-age population of 1,668,278. In keeping with the increase in the total number of students, the state has experienced an increase in the number of students who receive services for exceptional children, whether gifted or disabled. Over the period from 1989-90 to 1994-95, the state's dropout rate has declined from 6.36% to 4.79%. The total number of high school graduates annually has declined reflecting the higher enrollment at the lower grades in recent years. Average Scholastic Assessment Test scores in North Carolina have increased slightly, but the state's average score remains below the national average. Information about educational trends in North Carolina is presented in the following categories: (1) general statistics; (2) students; (3) personnel; (4) financial; and (5) individual program data. (Contains 18 figures and 17 tables.) (SLD)

ED 413 351 TM 027 661

North Carolina Open-Ended Assessment. Grades 5 and 8. The 1996-97 Report of Student Performance.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.
Pub Date—1997-06-00
Note—71p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, Elementary Education, Ethnic Groups, Mathematics, Performance Based Assessment, Problem Solving, Racial Differences, Reading Achievement, School Districts, Scoring, Sex Differences, Standards, *State Programs, *Test Construction, Test Use, *Testing Programs, Thinking Skills
Identifiers—North Carolina, *North Carolina End of Grade Testing Program, *Open Ended Questions

The end-of-grade component of the North Carolina Testing Program was implemented in 1992-93 in response to state legislation. The end-of-grade tests emphasize higher-order thinking skills and the ability of students to solve real-life types of problems. These tests also reflect the higher standards set forth in national curriculum standards for student achievement. The open-ended assessment was administered to all students at grades 5 and 8 in

November, 1996. One form was administered to all students in each grade, and the time of administration was 90 minutes. Each open-ended test is built around a reading passage or passages, and each test consists of six reading and six mathematics items. Professional scorers were trained to score the assessments using rubrics developed by North Carolina educators. Results from the open-ended assessment were returned to the school districts in March 1997 to give teachers feedback between instructional efforts and student performance. This was the first year of assessments in a new format, so comparison data was not available for earlier years. For grade 5, the mean total scale score for females was 48.2 and for males, 46.9. The mean total scale score for White students was 49.8, compared to 42.8 for Black students, 44.0 for Hispanic students, 43.6 for American Indians, 49.3 for Asians, 47.9 for multiracial students, and 46.6 for "other" students. In grade 8, results showed similar values, with females outscoring males, and results for ethnic groups generally were parallel to the grade-5 scores. Tables provide information about reading and mathematics achievement by ethnic group, gender, region, and school district. (Contains 12 figures, 10 tables, and 5 charts.) (SLD)

ED 413 352 **TM 027 677**

Rothman, Robert

Measuring Up: Standards, Assessment, and School Reform.

Report No.—ISBN-0-7879-0055-9

Pub Date—1997-00-00

Note—209p.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, Fifth Floor, San Francisco, CA 94104-1342 ($25).

Pub Type— Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Educational Change, Educational Research, Elementary Secondary Education, *Measurement Techniques, *Performance Based Assessment, *Portfolio Assessment, Program Implementation, Public Opinion, School Restructuring, *Standards, *Test Construction

Identifiers—*Reform Efforts

School researchers and administrators are developing new ways to measure student skills and progress, using portfolios, self-evaluation, verbal answers to mathematics problems, and other assessment formats. This book explains the assessment reform movement and describes programs across the country that have embraced new forms of assessment. Teachers and administrators describe, in their own words, the changes they are making. The controversies that have raged because of assessment reform are reviewed, and how schools have been forced to change to meet the new standards proposed for academic achievement is described. Opposition from parents and community members who consider the reforms misguided, or even dangerous, has been widespread. Many positive results are evident as assessment reforms continue, but insuring that newly developed forms are valid, reliable, and fair is a challenge from which educators and policy makers cannot escape. Change must begin with defining what students should know and be able to do, and then shaping assessment to build toward those goals. (SLD)

ED 413 353 **TM 027 682**

Bell, Gregory

Making Appropriate & Ethical Choices in Large-Scale Assessments: A Model Policy Code.

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —RPIC-MAEC-94

Pub Date—1994-12-04

Contract—RP91002007

Note—33p.

Available from—North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 ($15.95).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Codes of Ethics, *Educational Assessment, Educational Policy, Educational Testing, Elementary Secondary Education, *Ethics, Evaluation Methods, Models, *Policy Formation, *Scoring, Test Bias, Test Coaching, Test Construction, Test Interpretation, *Test Use

Identifiers—*Large Scale Assessment, Large Scale Programs

This set of policy statements is intended to provide guidance to those who evaluate and select assessments, prepare students for those assessments, administer and score the tests, and interpret and use assessment results to make decisions about students and schools. The focus is on large-scale assessments that have consequences for students and schools. The fundamental principles of appropriate and ethical assessment practice are reviewed. They center around the fundamental reason for assessment, promoting the education of students through accurate measurement of their learning. Guidelines for evaluating and selecting assessments take into account the importance of choosing an assessment that is appropriate for its intended purposes and then ensuring that its use will be fair. The preparation of students for an assessment is the source of many testing problems. Guidelines for this area center on appropriate test preparation that does not give unfair advantages or compromise the validity of the test results. Recommendations for administering and scoring assessments refer to testing conditions and monitoring practices on test day, as well as fairness in scoring. Recommendations are also made for the interpretation and use of test results in an ethical manner. Appendix A defines terms used in the Code and discussion, and Appendix B is a bibliography. (Contains 25 references.) (SLD)

ED 413 354 **TM 027 688**

Buxell, Ingrid T. Ners, Krysztof J.

Introducing Performance Measurements in the Evaluation of Assistance to Public Administration Reform in Central and Eastern Europe.

Pub Date—1997-05-00

Note—46p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (17th, Ottawa, Canada, May 4-7, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Change, Economic Development, Evaluation Methods, *Evaluation Utilization, Foreign Countries, *Government Role, Governmental Structure, *Performance Based Assessment, *Program Evaluation, *Public Administration

Identifiers—Europe (Central), Europe (East), Monitoring, Reform Efforts

This paper focuses on the experience of the Policy Education Centre on Assistance to Transition in providing monitoring and evaluation services to "Support for Improvement in Governance and Management in Central and Eastern European Countries" (SIGMA), a joint project of the Organization for Economic Cooperation and Development and the Poland and Hungary Assistance in Restructuring Economies program (PHARE). Part 1 of the paper describes the challenges of the experience in terms of context, program design, and performance monitoring. The SIGMA program was intentionally nonprescriptive, offering a menu of options about the types, speed, and sequencing of reforms, and the paths clients followed varied widely. Part 2 of the paper provides descriptions of how certain problems were addressed, such as the design and implementation of the monitoring and evaluation strategy, the process of establishing performance measurements, and the development of tools for data collection. The challenge to evaluators was to build suitable performance standards for reporting to stakeholders and users of assistance. Part 3 focuses on lessons learned and the outcome achievements of the monitoring and evaluation effort. Among the lessons learned were that an enabling environment for monitoring and evaluation requires senior management commitment and willingness to learn and that performance measures need to be defined for both service and program delivery. The need for the involvement of program customers from the beginning and the provision of adequate resources for monitoring and involvement are additional lessons that, like the other conclusions from this project, have implications for educational evaluation and the development and use of performance measures. Three appendixes describe SIGMA's development, methodological concerns, and sample methodology. (Contains 2 tables, 1 figure, and 14 references.) (SLD)

ED 413 355 **TM 027 689**

Patton, Michael Quinn

Utilization-Focused Evaluation: The New Century Text. Edition 3.

Report No.—ISBN-0-8039-5265-1

Pub Date—1997-00-00

Note—431p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-5265-1, $29.95; clothbound: ISBN-0-8039-5264-3).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Data Analysis, *Decision Making, Evaluation Methods, Evaluation Utilization, *Evaluators, Program Evaluation, Textbooks

This new edition offers an evaluation text that ranges from identifying the primary users of an evaluation to focusing the evaluation, making methods decisions, analyzing data, and presenting findings. Both practical and theoretical, the book tells how to conduct program evaluations and why they should be conducted in the manner prescribed. Each chapter contains both a review of the relevant literature and actual case examples to illustrate major points. Part 1, "Toward More Useful Evaluations," considers the challenges and mandates of evaluation use, what utilization-focused evaluation really is, and the intended uses of findings and processes. Part 2, "Focusing Evaluations: Choices, Options, and Decisions," discusses evaluator roles, the outcomes of evaluation, and other aspects of program evaluation. In part 3, "Appropriate Methods," ways to conduct evaluations and report results are outlined. "Realities and Practicalities of Utilization-Focused Evaluation," part 4, considers the processes and premises of utilization-focused evaluation in light of the contexts of power, politics, and ethics. Exhibits offer summaries and illustrations, and "menus" present options as evaluators work with users to select evaluation approaches. (Contains 9 menus (figures), 53 exhibits, and numerous references.) (SLD)

ED 413 356 **TM 027 693**

ACT High School Profile Report: HS Graduating Class 1997, HS Graduating Class of 1997 National Report. The High School Profile Report. Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1997 Graduates.

American Coll. Testing Program, Iowa City, IA.

Pub Date—1997-00-00

Note—23p.; Code 990-000.

Pub Type— Books (010) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Cognitive Ability, College Bound Students, *College Entrance Examinations, Core Curriculum, Ethnic Groups, *High School Graduates, High Schools, *Profiles, *Scores, Sex Differences, *Student Characteristics, Student Educational Objectives, *Test Results

Identifiers—*ACT Assessment

This document is a sample of the report the American College Testing Program (ACT) sends individual high schools. Statistics in this report reflect the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior year and graduated in 1997. Depending on the proportion of students from the school who took the assessment, data may or may not reflect the characteristics of the school's college-bound students. National average scores are also provided for the school's use. These scores include information by gender and ethnic group. Information about student characteristics includes reported course taking and information about career plans and plans for postsecondary education. An appendix contains suggestions about using these scores and describes the core curriculum recommended by the ACT. (Contains 15 tables.) (SLD)

ED 413 357 TM 027 694

ACT Assessment 1997 Results. Summary Report. National.

American Coll. Testing Program, Iowa City, IA.
Pub Date—1997-00-00
Note—12p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Bound Students, *College Entrance Examinations, Core Curriculum, Ethnic Groups, *High School Seniors, High Schools, *Minority Groups, *Scores, *Test Results, Test Use
Identifiers—*ACT Assessment, Composite Scores

This report provides information about the performance of 1997 graduating seniors nationwide who took the American College Testing Program (ACT) Assessment as sophomores, juniors, or seniors. These students may not be representative of the total population of graduating seniors at a given school, depending on patterns of students taking the ACT. Average scores are reported for graduating seniors who completed a core high school program (typical college preparatory program) and for those who did not. The core program is defined as 4 or more years of English, 3 of more years of mathematics, 3 or more years of social studies, and 3 or more years of natural sciences. In general, those who complete a core program tend to earn higher average scores than students who do not. This association holds true without regard to ethnic group. In addition, the percentage of ACT-tested students who would be likely to receive at least a "B" in identified college courses is higher for those who completed the core curriculum. Over the last 5 years, the national average composite score for all graduates has increased from 20.7 to 21.0. African-American and Asian-American scores have remained stable while American Indian/Alaskan native scores have increased from 18.4 to 19.0. (Contains seven tables.) (SLD)

ED 413 358 TM 027 697

Creighton, Theodore B. Coleman, Donald G. Adams, R. C.

Using Symbolic-Logic Matrices To Improve Confirmatory Factor Analysis Techniques.

Pub Date—1997-08-00
Note—27p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Construct Validity, *Factor Structure, *Mathematical Logic, *Matrices, Research Design, *Surveys, *Teachers, Test Construction
Identifiers—*Confirmatory Factor Analysis, Truth Tables

A continuing and vexing problem associated with survey instrument development is the creation of items, initially, that correlate favorably a posteriori with constructs being measured. This study tests the use of symbolic-logic matrices developed by D. G. Coleman (1979) in creating factorially "pure" statistically discrete constructs in survey instrument design. The study used symbolic-logic (verbal logic) "truth tables" to increase statistical factor loadings in confirmatory factor analysis studies and to develop discrete constructs. Initial experimental work with truth tables increased, hypothetically, construct purity in construct validation. Construct validation helps to assure that items created for measuring specific theoretical or real constructs do, indeed, represent the distinct qualities measured. In November 1996, the National Association of Elementary School Principals (NAESP) approved the revision of the Administrative Diagnostic Inventory (ADI), the title given to the diagnostic procedure conducted within their assessment center. To assist the NAESP in the use of the ADI for the assessment of current and prospective school principals, this study evaluated the construct validity of the instrument with 203 teachers enrolled in educational administration programs. Results show the improved content validity and construct validity of the revised ADI. Factor analysis shows that the descriptors within the skill dimensions are highly correlated and are significant measures of the constructs for which they were written. (Contains 2 tables and 20 references.) (SLD)

ED 413 359 TM 027 698

Sawyer, Richard

Indicators of the Effectiveness of Developmental Course Placement Systems in College.

Pub Date—1997-03-00
Note—76p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, College Preparation, Compensatory Education, *Developmental Studies Programs, Grades (Scholastic), Higher Education, Mathematics, Program Effectiveness, *Remedial Programs, Statistics, Student Attitudes, *Student Placement, *Values

Course placement systems in the first year of college include both an assessment component (to estimate students' probability of success in standard courses) and an instructional component (in which underprepared students are taught the skills and knowledge they need to succeed in the standard courses). The effectiveness of a placement system depends on students' eventual success in the standard courses, usually defined in terms of completing these courses with satisfactory grades. This paper illustrates how statistical theory can be used to model the effectiveness of aspects of a course placement system. The illustration is based on data from 268 students who enrolled in different first-year mathematics courses at a midwestern university. First, students' preferences for different course grades were estimated separately under the assumption that they had or had not taken remedial courses. Students expressed their preferences in terms of "value functions." The actual outcomes for students who received remedial instruction before enrolling in a course were then compared with their predicted outcomes had they not done so. An analogous comparison is also made between students' expected value assumptions under the two assumptions. Remedial instruction increased students' probability of success in standard courses. Its principal effect was to decrease the proportion of students who received "W"s and "F"s slightly, and to increase the proportion of students who received "D"s, "C"s, and "B"s. This benefit was not large enough, however, to offset the "disutility" associated with taking remedial courses as expressed by students' value functions. Appendixes discuss statistical issues and logistic regression results and present the value function questionnaire. (Contains 8 tables, 10 figures, and 39 references.) (Author/SLD)

ED 413 360 TM 027 699

Roberts, Lily

Evaluating Teacher Professional Development: Local Assessment Moderation and the Challenge of Multisite Evaluation.

American Educational Research Association, Washington, DC.
Spons Agency—National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.
Pub Date—1997-07-00
Contract—RED-9255347, MDR9252906
Note—37p.; Paper presented at the Annual Meeting of the National Evaluation Institute (Indianapolis, IN, July 9, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attitude Change, *Educational Assessment, Educational Change, Intermediate Grades, Junior High Schools, Middle Schools, *Professional Development, Program Evaluation, *Science Education, *Student Evaluation, *Teachers, Teaching Methods
Identifiers—Moderation, Multiple Site Studies, Reform Efforts

The local assessment moderation process is described in terms of Science Education for Public Understanding Program (SEPUP) teachers' roles in the process of student evaluation and the subsequent use of that data for program evaluation. Teachers engaged in local assessment moderation function as a community of judgment, and this task engagement serves as a medium for teacher change. The principal challenge in evaluating the effect of local assessment moderation on teacher professional development was the multisite nature of the SEPUP "Issues, Evidence, and You" field test of a middle school science curriculum with embedded assessment. Teachers in SEPUP centers from Alaska to Washington, DC participated, so that interpretation of findings and presentation of results was complicated by differential organizational factors (leadership, institutional support, and teacher proximity and collaboration) and small sample size at the group level. Teachers from four Assessment Development Centers participated. The teacher change results were intriguing because they reflected a clear dissonance in teachers' minds about the rhetoric versus the reality of assessment reform. Teachers who used the assessment system were more likely to question its value in assessing learning, guiding instruction, and grading by the end of the year than those who were not required to use it. However, the latter group was more likely to use traditional assessment methods by the end of the year. In general the SEPUP Center most successful with local assessment moderation had higher means on measures of teacher change in assessment, collegial, and instructional practices than the less successful Centers. (Contains 4 figures, 3 tables, and 45 references.) (Author/SLD)

ED 413 361 TM 027 700

McGinty, Dixie Neel, John H.

Judgmental Standard Setting Using a Cognitive Components Model.

Pub Date—1996-04-00
Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 4-8, 1996). For a replication study, see TM 027 701.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Criterion Referenced Tests, Evaluation Methods, Grade 3, *Interrater Reliability, *Judges, *Mathematics Tests, Primary Education, Scoring, Standards, *Test Items
Identifiers—Angoff Methods, *Cognitive Component Analysis, *Standard Setting

A new standard setting approach is introduced, called the cognitive components approach. Like the Angoff method, the cognitive components method generates minimum pass levels (MPLs) for each item. In both approaches, the item MPLs are summed for each judge, then averaged across judges to yield the standard. In the cognitive components approach, items must be decomposed into nonoverlapping cognitive components that may be thought of as specific skills or knowledge required for a correct response to an item. The method was studied with 12 judges, all third- or fourth-grade teachers who judged a sample of 2,500 students from a third-grade state criterion-referenced mathematics test. Teachers also used the Angoff method to set standards for these results. The most surprising finding of the study was the similarity between the two sets of results. Results from the cognitive component method resembled those from the Angoff method in the range and standard deviation of the recommended standards, as well as in the final standard itself. Interjudge variability was considerably smaller for the cognitive components responses than for the Angoff responses. Some of the validity concerns that may be raised by the cognitive components method are discussed. Additional studies are necessary to support the use of the method in setting standards, and the method is probably only useful when test items lend themselves to decomposition into subtasks. (Contains 3 tables and 10 references.) (SLD)

ED 413 362 TM 027 701

McGinty, Dixie Neel, John H. Hsu, Yu-Sheng

Interjudge Variability and Intrajudge Consistency Using the Cognitive Components Model for Standard Setting.

Pub Date—1996-00-00

Note—30p.; Paper presented at the Annual Meetings of the Georgia Educational Research Association (Atlanta, GA, 1996) and the American Educational Research Association (Chicago, IL, March 24-28, 1997). For a related study, see TM 027 700.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Criterion Referenced Tests, Elementary Education, Evaluation Methods, Grade 3, *Interrater Reliability, *Judges, *Mathematics Tests, Primary Education, Scoring, Standards, *Test Items

Identifiers—Angoff Methods, *Cognitive Component Analysis, *Standard Setting

The cognitive components standard setting method, recently introduced by D. McGinty and J. Neel (1996), asks judges to specify minimum levels of performance not for the test items, but for smaller portions of items, the component skills and concepts required to answer each item correctly. Items are decomposed into these components before judges convene. A preliminary study supported the usefulness of the approach and suggested that it was equal to the Angoff method in most respects and resulted in lower interjudge variability. In this study, the original study was replicated with a different set of judges. Twelve judges, all third- and fourth-grade teachers, set standards for a Georgia criterion-referenced mathematics test for third grade. Forty-five test items were used. Each judge provided ratings using both the Angoff method and the cognitive components method. Results are encouraging with regard to the potential of the cognitive components model as an alternative to standard setting. As in the initial study, the cognitive components model resulted in lower variability among judges at all levels of the process. This may suggest that a substantial proportion of the disagreement among judges using the Angoff method is due to judges' differing abilities to perceive the important characteristics of items. (Contains 6 tables and 21 references.) (SLD)

ED 413 363 TM 027 703

Yap, Kim O.

System Performance at the District Level: Demographics and Student Achievement.

Pub Date—1997-03-00

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Accountability, Bilingual Education, Databases, *Demography, Elementary Secondary Education, Ethnic Groups, Evaluation Methods, Minority Groups, Poverty, Regression (Statistics), *School Districts

Identifiers—Aggregation (Data), *Bellevue School District WA

This paper describes an evaluation strategy designed to assess the efficacy of an education system at the district level. The strategy provides a measure of accountability that takes into account the potential effects of demographic variables. The study focused on Bellevue Public Schools (Washington), a medium-sized district near Seattle with an enrollment of 15,000 students. National, regional, and district data files were merged to form a database for aggregation and analysis. A correlational analysis was performed to identify demographic variables related to student achievement measures. Then, variables shown to be related to student achievement were included in a multiple regression analysis to assess the extent to which these demographic variables affect achievement and to construct a composite index of their impact. Third, the composite index was used to cluster school districts that were demographically similar to provide a basis for comparison. Variables shown to be related to student achievement at the district level included percentages of students from ethnic minorities, in special education, below the poverty level, in bilingual programs, or in compensatory reading programs. When the Bellevue district was compared with other Washington districts it most closely resembled, students in Bellevue consistently showed a higher level of achievement than the state average. This evaluation strategy provides a way of assessing the efficacy of the education system at the district level. It provides a measure of accountability that is more comprehensive and systemic than the evaluation of an isolated or categorical program. (Contains five tables and four references.) (SLD)

ED 413 364 TM 027 704

Cousins, J. Bradley Donohue, John J. Bloom, Gordon A.

Collaborative Evaluation: Survey of Practice in North America.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—1995-11-00

Contract—410-92-0983

Note—120p.; Paper presented at a Joint Meeting of the Canadian Evaluation Society and the American Evaluation Association (Vancouver, British Columbia, Canada, November 1995).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cooperation, Evaluation Methods, *Evaluators, Foreign Countries, *Program Evaluation, Program Implementation, *Social Science Research

Identifiers—*Stakeholders

Forms of evaluation that involve evaluators working collaboratively with practitioners on applied social research projects are becoming increasingly common, but a body of empirical literature that warrants firm conclusions about collaborative evaluation has not yet been accumulated. This survey studies the views of evaluators and program practitioners using a conceptual framework developed to guide the study that considers pragmatic, philosophical, and political interests and three dimensions of the process: control of evaluation decision making, stakeholder selection, and depth of participation by program practitioners. An 8-page questionnaire was completed by 564 North American evaluators from professional association mailing lists. A subsample of 348 also selected and provided data on a recently completed collaborative evaluation. Sixty-seven practitioners who had collaborated returned parallel questionnaires. Findings show that evaluators tend to support pragmatic as opposed to political or philosophical justifications for collaborative evaluation and subscribe to a stakeholder-service orientation to the role. Attitudes toward such evaluation were generally positive, but they were found to depend on evaluators' experience with and involvement in such activities. Evaluators reported that practitioner involvement was generally more extensive than might be considered typical for traditional stakeholder-based evaluation, but was limited to mostly nontechnical research tasks. A wide range of stakeholder groups participated. Evaluators also tended to lean toward evaluator control rather than a balanced approach to evaluation decision making. In general, these self-reports found the impacts of the evaluation projects to be very favorable. Appendixes present the survey and cover letter. (Contains 86 references.) (SLD)

ED 413 365 TM 027 842

The Regional Educational Laboratories: 1997-1998.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Report No. —ORAD-97-1306

Pub Date—1997-09-00

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Policy, *Educational Research, Elementary Secondary Education, Federal Aid, Higher Education, *Information Dissemination, *Research and Development Centers, *Technical Assistance

Identifiers—*Regional Educational Laboratories

The Regional Educational Laboratory Program is the U.S. Department of Education's largest research and development investment designed to help educators, policymakers, and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 regional laboratories works to ensure that those involved in educational improvement have access to the best available research and knowledge from practice. Each Regional Laboratory is guided by a governing board that represents constituents in its region. Under the guidance of their boards, laboratories work to provide information and technical assistance with research-based programs. In addition to promoting access to information, the Regional Educational Laboratories help create communities of learners and cooperate with other technical assistance providers funded by the Department of Education. Each laboratory also has a specialty area of research focus. A listing for each of the following laboratories includes address, director, OERI contact, states served, and specialty area: (1) Northeast and Islands Laboratory at Brown University; (2) Mid-Atlantic Laboratory for Student Success; (3) Appalachia Educational Laboratory; (4) Southeastern Regional Vision for Education; (5) North Central Regional Educational Laboratory; (6) Southwest Educational Development Laboratory; (7) Mid-Continent Regional Educational Laboratory; (8) WestEd; (9) Northwest Regional Educational Laboratory; and (10) Pacific Resources for Education and Learning. (SLD)

UD

ED 413 366 UD 031 954

Taylor, April Z. Graham, Sandra Hudley, Cynthia

Falling Stars: The Valuing of Academic Achievement among African American, Latino, and White Adolescents.

Pub Date—1997-04-00

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, Cultural Differences, Ethnicity, *Hispanic Americans, Junior High Schools, Middle Schools, Peer Evaluation, *Sex Differences, Sociometric Techniques, Student Attitudes, Urban Schools, *Values, *White Students

Identifiers—African Americans, Latinos, *Middle School Students

Two studies examined adolescent students' achievement values. Study 1 participants were 146 male and 161 female African American seventh and eighth graders attending an all-black middle school. Using sociometric procedures, participants nominated classmates whom they admired, respected, and wanted to be like. These nominations were combined to create a "value index." Respondents also nominated classmates who tried hard, followed school rules, did not try hard, did not follow school rules, wore nice clothes, and were good at sports. All participants were classified according to achievement level (high, medium, or low). Gender differences in the nomination pattern revealed that girls valued high-achieving girls more than low-achieving girls. The opposite was true for African

American male respondents, who tended to show preferences for low-achieving boys. These gender patterns were partially replicated in an ethnically diverse middle school sample consisting of 159 African American, 240 Latino, and 60 White middle school students. In this second study, girls across the three ethnic groups tended to value same-ethnicity girls who were high achievers. White males showed a pattern of preferences similar to girls. African American and Latino boys, on the other hand, valued males who were low achievers. The implications of the findings for gender by ethnicity differences in adolescent achievement values are discussed. (Contains two tables, four figures, and five references.) (Author/SLD)

ED 413 367 UD 031 955
Chandler, Louis
Forced Busing: A Staff Report of the Allegheny Institute for Public Policy.
Allegheny Inst. for Public Safety, PA.
Pub Date—1997-00-00
Note—25p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Blacks, *Busing, *Desegregation Plans, *Educational Finance, Elementary Secondary Education, Minority Groups, Public Opinion, *Racial Composition, Racial Integration, *Racially Balanced Schools, School Buses, *School Desegregation, Self Concept, Urban Schools, Whites
Identifiers—*Pittsburgh School District PA

In spite of almost 30 years of busing to achieve racial balance, there continues to be a significant gap between White and African American children in terms of school achievement, and African American students still score below national averages on achievement tests. As the city of Pittsburgh (Pennsylvania) considers whether to reduce or maintain busing, a review of the evidence shows that there are no consistent indications of improved academic performance among minority children as a result of busing. Nor is there evidence of improved self-image of minority children as a result of busing. In fact, there is no evidence of better race relations in cities where busing has been widespread, and there are signs of continued strife and controversy that suggest that forced busing solidifies prejudice and inflames racial tensions, further dividing communities. In Pittsburgh, the financially strapped Board of Education recently backed down from a proposal to reduce busing that would save almost $10 million in transportation costs, and instead adopted a plan that would keep busing essentially intact while costing the district an additional $10 million. A group of citizens, vowing to end forced busing in the city's schools, has moved to have the issue placed on the spring ballot as a nonbinding referendum. (Contains 83 references.) (Author/SLD)

ED 413 368 UD 031 956
Watanabe, Paul Jennings, James Melendez, Edwin Liu, Michael Remy, Gemima Gomez, Christina Williams, Russell
Changing Demographics, Challenges, & New Opportunities for Boston. A Dream Deferred.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Ford Foundation, New York, NY.
Pub Date—1996-01-00
Note—56p.; A Special Study commissioned by the Boston Foundation as part of "The Changing Communities, Diverse Needs."
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Americans, *Blacks, *Demography, Ethnicity, *Hispanic Americans, Minority Groups, Social Change, *Social Problems, Socioeconomic Status, *Urban Problems, Urban Youth
Identifiers—*Massachusetts (Boston)

Many minorities in Boston (Massachusetts) do not feel part of the entire community because the city does not work for people in minority groups in fundamental ways. This report analyzes the content and consequences of Boston's many contradictions and the challenges these contradictions pose for the city's three major communities of color: Blacks, Hispanic Americans, and Asian Americans. It begins with a demographic overview of Boston, comparing ethnic and racial groups and stressing important population characteristics, such as size, racial and ethnic makeup, age, and residency patterns. Also examined are selected socioeconomic variables of income, employment, education, and housing. The second part of the report is a historical and institutional portrait of Boston's Black, Asian American, and Latino communities. The report concludes by exploring the challenges and opportunities for all who care about the health and vitality of the city. (Contains 4 maps, 16 figures, and 29 references.) (SLD)

ED 413 369 UD 031 957
Mark, Shirley Watanabe, Paul Leong, Andrew
The Asian American Civil Rights Resource Guide.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Pub Date—1997-01-00
Note—60p.; Produced in cooperation with the Massachusetts Asian American Commission, the Massachusetts Office for Refugees and Immigrants, and the Asian American Resource Workshop.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Americans, *Civil Rights, Disadvantaged Youth, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Ethnic Groups, *Federal Legislation, Government Role, Housing, Minority Groups, *State Legislation, Violence
Identifiers—Hate Crime

The history of Asian Americans is filled with abuses against them from virtually every segment of society and from every level of government. Fortunately, Asian Americans, as well as members of other minority groups, are able to turn to a number of state and federal statutes aimed at protecting their civil rights. Government, legal, and community organizations help provide a range of services for those minorities who have been victimized. This guide is designed to help Asian Americans in Massachusetts identify some of their basic rights. It outlines steps to take when these rights may be in jeopardy, and it identifies resources for information, support and action. The resources are grouped in to the key areas of: (1) hate crimes; (2) employment; (3) housing; (4) education; (5) domestic violence; and (6) public accommodations. Each section begins with general information about the issue and a discussion of what to do if one has been victimized in the area in question. Government agencies, legal resources, and community organizations that provide help are then listed. (SLD)

ED 413 370 UD 031 958
Kiang, Peter Nien-chu
We Could Shape It: Organizing for Asian Pacific American Student Empowerment. An Occasional Paper.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Pub Date—1996-11-00
Note—27p.; A version of this paper was published under the same title in "Cherished Dreams: Educating Asian Pacific American Children," edited by Li-Rong Lilly Cheng and Valerie Ooka Pang, State University of New York Press, 1996.
Available from—Institute for Asian American Studies, University of Massachusetts, Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393; phone: 617-287-5650; fax: 617-287-5656; e-mail: asian_am@umbsky.cc.umb.edu.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Asian Americans, Case Studies, Cultural Awareness, Disadvantaged Youth, Educational Change, *High School Students, High Schools, *Organizational Change, *Pacific Americans, *Racial Discrimination, Social Support Groups, *Student Empowerment, Suburban Schools, Urban Schools

This paper examines how Asian Pacific American high school students struggle to gain social support, cultural affirmation, and political empowerment. Four distinct case studies are highlighted: (1) an urban elite public school in which entrance is by examination; (2) an urban nonelite neighborhood public school; (3) a wealthy suburban public school; and (4) the Conference/Coalition for Asian Pacific American Youth, a project of students supported by university and community resources outside of school. Participant observation and interviews with students in each setting illustrate Asian Pacific American students in a variety of institutional contexts. The first three cases illustrate the ways through which students in specific school settings analyze and respond to critical issues that affect them, including racial harassment, the need for bilingual and bicultural support services, and stereotypes in the curriculum. In each of these three schools, the students' commitments to organize and make positive changes are not shared by adults, and the changes are not made. In the fourth case, students from the collaborative, community-based effort work to organize a regional conference for Asian Pacific American youth. Strong adult support contributed to their success. Lessons from the failures and successes of these case studies suggest how educators, parents, and community members can support students' efforts more effectively. (Contains 25 references.) (SLD)

ED 413 371 UD 031 959
Asian Pacific Americans in Boston. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1994-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Boston)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Boston. The 1980s saw the number of Asian Pacific Americans in Boston double, until the 30,457 Asian Pacific Americans recorded as living in Boston accounted for about 5% of the city's residents. Household incomes of Asian Pacific Americans in Boston reflected wide disparities, but the per capita income of Asian Pacific Americans in Boston was less than half that of Whites. There were dramatic differences in the English language proficiency of older and younger Asian Pacific Americans in Boston. Nearly 50% of all Asian Pacific Americans in Boston were enrolled in school. This was the highest percentage of school enrollment of any racial and ethnic group. The proportion enrolled in college was particularly high, at 26.4%. The educational attainment of Asian Pacific Americans over age 25 differed from that of the total population in that a considerably higher percentage of Asian Pacific Americans had less than a ninth-grade education. However, a slightly higher percentage of Asian Pacific Americans had secured graduate or professional degrees compared with the total population. (Contains nine figures and eight tables.) (SLD)

ED 413 372 UD 031 960
Asian Pacific Americans in Lowell. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian

American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1995-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Lowell)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Lowell, where the 11,549 Asian Pacific Americans recorded in the 1990 Census as living in Lowell represented 11% of the city's population. Over half of the city's Asian Pacific Americans were Cambodian, and there were dramatic differences in the English proficiency of the Asian Pacific Americans, with older adults being much less proficient in English. The percentage of Asian Pacific Americans in the lowest income category in Lowell was nearly twice that of Whites, but, conversely, the percentage of Asian Pacific Americans in the highest income categories was the largest of any non-White group. The per capita income of Asian Pacific Americans in Lowell was less than one-half that of Whites, less than that of Blacks, and comparable to that of Hispanic Americans. Nearly 50% of all Asian Pacific Americans in Lowell were enrolled in school, the highest percentage of school enrollment of any racial and ethnic group. When those over 25 were considered, a higher percentage of Asian Pacific Americans than of the general population had less than a ninth-grade education. On the other hand, a considerably higher proportion of Asian Pacific Americans had secured graduate and professional degrees compared with all other groups and the total population. These findings reflect the considerable diversity of the city's Asian Pacific Americans. (Contains nine figures and eight tables.) (SLD)

ED 413 373 UD 031 961

Asian Pacific Americans in Cambridge. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1995-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Cambridge)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Cambridge. The 8,176 Asian Pacific Americans recorded as living in Cambridge represented 8.5% of the city's residents, an increase of 25% from the 1980 Census. Chinese accounted for nearly one-half of this group. nearly one-half of the Asian Pacific Americans over 65 years of age were not proficient in English, but only about 20% of those aged 5 to 17 years were not proficient. Household incomes of Asian Pacific Americans in Cambridge reflected wide disparities. The percentage of Asian Pacific Americans in the lowest income category was nearly two and one-half times that of Whites and nearly twice as large as Blacks and Latinos, and the percentage of Asian Pacific Americans in the highest income categories was much less than one-half that of Whites and comparable to that of Blacks and Latinos. Employment figures were consistent with income figures. About 60% of the Asian Pacific Americans in Cambridge were enrolled in school. This was, by a considerable margin, the highest percentage of school enrollment of any racial and ethnic group in the city. The proportion of the group enrolled in elementary through college was particularly high. When Asian Pacific Americans over 25 were considered, a considerably lower percentage than that of Whites had a ninth-grade education, while a significantly higher percentage had secured graduate or professional degrees compared with all other groups and the total population. These findings reflect the diversity of Asian Pacific Americans in Cambridge. (Contains nine figures and eight tables.) (SLD)

ED 413 374 UD 031 962

Asian Pacific Americans in Quincy. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1995-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Quincy)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Quincy. The 5,490 Asian Pacific Americans recorded by the Census as living in Quincy represented 6.5% of that city's population, an increase of over 7 times since the 1980 Census. Three-fourths of the Asian Pacific Americans in Quincy were Chinese. Older adults were far less proficient in English than were children and young adults. Household income reflected some wide disparities, with the percentage of Asian Pacific Americans in the lowest income categories less than that of all other groups. The percentage of Asian Pacific Americans in the highest categories was also less than that of Whites and the total population. Asian Pacific American male unemployment rates were less than those for Whites, Blacks, Latinos, and the total population, but female unemployment rates were higher than for those groups. Fewer than one third of all Asian Pacific Americans in Quincy were enrolled in school, and a particularly large proportion of those enrolled were in elementary or high school. A substantially higher proportion of Asian Pacific Americans than of the general population had at least a ninth-grade education, and a smaller proportion of Asian Pacific Americans than other groups in Quincy were high school graduates. These data reflect the diversity of the Asian Pacific American population in Quincy, but support the fact that the per capita income of Asian Pacific Americans in Quincy was considerably less than that of Whites. (Contains nine figures and eight tables.) (SLD)

ED 413 375 UD 031 963

Asian Pacific Americans in Brookline. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1995-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Brookline)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Brookline, where the 4,512 Asian Pacific Americans were about 8% of the city's residents. Chinese accounted for over one half, and Japanese for one fourth of the Asian Pacific American population of Brookline. Among the Asian Pacific Americans, English language proficiency was highly correlated with age, with the proportion of younger Asian Pacific Americans proficient in English much higher than that of their elders. Household incomes of Asian Pacific Americans in Brookline reflected some wide disparities, but the per capita income of Asian Pacific Americans was considerably less than that of Whites, less than that of Blacks, and higher than that of Latinos. Nearly 80% of the Asian Pacific Americans in Brookline in poverty were in the 18 to 64 age group. Labor force participation rates of Asian Pacific American males and females were less than those for all groups and the total population. Slightly more than 40% of all Asian Pacific Americans in Brookline were enrolled in school, and a particularly large percentage were enrolled in college. Compared with other groups, however, a substantially larger percentage of Asian Pacific Americans over age 25 had less than a ninth-grade education, and a smaller percentage of the city's Asian Pacific Americans were high school graduates when compared with other groups. These findings reflect the diversity of the Asian Pacific American population of Brookline. (Contains nine figures and eight tables.) (SLD)

ED 413 376 UD 031 964

Asian Pacific Americans in Lynn. Community Profiles in Massachusetts.
Massachusetts Univ., Boston. Inst. for Asian American Studies.
Spons Agency—Boston Foundation, MA.
Pub Date—1996-00-00
Note—10p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth
Identifiers—*Massachusetts (Lynn)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Lynn. The 3,203 Asian Pacific Americans living in Lynn accounted for 4% of the city's residents, and this represented an increase of over 15 times from the Asian Pacific American population in 1980. Most of the city's Asian Pacific Americans were Cambodians. English language proficiency reflected interesting differences in various age groups, with those over 65 having the highest proportion identified as speaking English very well, as well as the highest proportion of those speaking English "not well or not at all." Household incomes of Asian Pacific Americans in Lynn reflected wide disparities, but the per capita income was less than one-half that of Whites, less than that of Blacks, and comparable to that of Latinos. The unemployment rates of Asian Pacific Americans males and females were less than those for all groups and the total population, but labor force participation rates were also less than those for all groups. More than 40% of the Asian Pacific Americans in Lynn were enrolled in school, which was the highest proportion of any ethnic group in the city. A substantially higher percentage of Asian Pacific Americans over age 25 had at least a ninth-grade education when compared with other groups, and a much smaller proportion of Asian Pacific Americans were high school graduates. (Contains nine figures and eight tables.) (SLD)

ED 413 377 UD 031 965

Asian Pacific Americans in Somerville. Community Profiles in Massachusetts.

Massachusetts Univ., Boston. Inst. for Asian American Studies.

Spons Agency—Boston Foundation, MA.

Pub Date—1996-00-00

Note—10p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth

Identifiers—*Massachusetts (Somerville)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Somerville. The 2,773 Asian Pacific Americans recorded as living in Somerville by the 1990 Census represented 4% of the city's total population. Chinese were the largest ethnic group, at nearly 40% of the Asian Pacific Americans. English language proficiency was highest in the 18 to 64 age group, and limited in the age group over 65. Household incomes of Asian Pacific Americans in Somerville reflected wide disparities, with the proportion of Asian Pacific Americans in the lowest income categories higher than that of Whites and the total population, and the proportion of Asian Pacific Americans in the highest income categories comparable to that of Whites and the total population. The per capita income of Asian Pacific Americans in Somerville was less than that of Whites and Blacks and more than that of Latinos. Unemployment rates for Asian Pacific American males and females were lower than for most groups, and labor force participation rates were comparable. More than 40% of the city's Asian Pacific Americans were enrolled in school, but a substantially lower percentage of Asian Pacific Americans aged over 25 had at least a ninth-grade education than in the population as a whole. While a much smaller proportion of Asian Pacific Americans were high school graduates when compared with other groups, Asian Pacific Americans had the largest proportion of individuals with undergraduate and graduate college degrees of any group and the total population. These data reflect the diversity of the Asian Pacific American population of Somerville. (Contains eight tables and nine figures.) (SLD)

ED 413 378 UD 031 966

Asian Pacific Americans in Newton. Community Profiles in Massachusetts.

Massachusetts Univ., Boston. Inst. for Asian American Studies.

Spons Agency—Boston Foundation, MA.

Pub Date—1996-00-00

Note—10p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *Demography, *Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Higher Education, Housing, Income, Limited English Speaking, *Pacific Americans, Tables (Data), Urban Areas, Urban Youth

Identifiers—*Massachusetts (Newton)

The Community Profiles Project uses data from the 1990 U.S. Census to describe some of the population characteristics of Asian Pacific Americans in selected Massachusetts cities and towns. The profiles include basic statistics relating to income, employment, education, and housing. This information can assist policy makers and practitioners in developing programs and policies affecting Asian Pacific Americans that are appropriate, sensitive, and effective. This profile focuses on Newton. The 3,848 Asian Pacific Americans recorded by the 1990 Census as living in Newton accounted for 5% of the city's residents, a number that doubled since 1980. Nearly 60% of the Asian Pacific Americans were Chinese. The English language proficiency was highest in the 5 to 17 age group and lowest in those 65 and over. The proportion of Asian Pacific American households in the lowest household income categories was less than that of all other groups and the total population, and the proportion of Asian Pacific Americans in the highest income groups was greater than that of all groups and the total population. Nevertheless, the per capita income of Asian Pacific Americans in Newton was less than that of Whites, Blacks, and Latinos. The unemployment rate for Asian Pacific Americans in Newton was lower than that of the total population, and labor force participation was higher. More than 40% of all Asian Pacific Americans in Newton were enrolled in school, and the educational attainments of Asian Pacific Americans 25 years and older were higher than those of any group and the total population. The owner occupancy rate for Asian Pacific Americans was higher than that for any group and the total population. These data reflect the relatively high standard of living of Asian Pacific Americans in Newton. (Contains nine figures and eight tables.) (SLD)

ED 413 379 UD 031 967

Polite, Vernon C.

Cornerstones: Catholic High Schools That Serve Predominately African American Student Populations.

Pub Date—1997-06-00

Note—51p.; A paper prepared for "An American Legacy at the Crossroads, Research Synthesis and Policy Analysis of Catholic Schools."

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Black Students, *Catholic Schools, Cultural Awareness, Educational Environment, Educational Practices, High School Students, *High Schools, Inner City, *Institutional Characteristics, Principals, Summer Programs, Track System (Education), *Urban Schools

Identifiers—*African Americans

This paper describes the historical and social contexts of schooling for 31 predominately African American Catholic high schools referred to here as the "Cornerstones." Twenty-six (86%) of these schools were in inner city areas. In an effort to understand the common characteristics and practices of these schools, their 31 principals in the 1996-97 school year were asked to complete the "African American Catholic High School Survey," a 75-item instrument designed to provide school-specific information on a wide range of topics, including the school building, students, the principal, curriculum and instruction, finances and development, Catholic identity, and African American cultural identity. Sites visits were conducted at 22 of the schools, where reflective conversations were held with the principals using data collection procedures that were developed and implemented nationally. These conversations and document reviews provided information about the schools and the beliefs and practices of the principals. A conspicuous characteristic of these schools is the academic success each enjoys, as measured by the number of students who go on to college (91% across the schools). Other educational practices that were common to these schools were: (1) open tracking system, with students grouped by ability but moving in and out of tracks; (2) summer remediation for incoming students who lack academic skills; (3) regard for the individual student; (4) required summer make-ups for students deficient in particular areas; (5) emphasis on guidance and counseling; (6) a climate centered on academics; and (7) a safe and orderly environment, with dismissal of students not willing to comply with school guidelines. Implications of these findings for the formation of a consortium of Catholic high schools are discussed. (Contains 7 tables, 1 figure, and 44 references.) (Author/SLD)

ED 413 380 UD 031 968

Amaro, Hortensia Hardy-Fanta, Carol

Impact of Ryan White CARE Act Title I on Capacity Building in Latino Community-Based Organizations: Findings from a Study of Two Cities.

Boston Univ., MA. School of Public Health.

Spons Agency—Office of Science and Epidemiology (NIH), Rockville, MD.

Report No. —HRSA-RD-SP-95-8

Pub Date—1995-08-00

Note—120p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Community Organizations, Disease Control, *Federal Legislation, Financial Support, Health Education, *Health Services, *Hispanic Americans, Minority Groups, Organizational Development, Program Development, Urban Areas

Identifiers—*Capacity Building, Latinos, *Ryan White CARE Act Title I

This study examines the Ryan White CARE Act (RWCA), which was passed in part to improve access to care services for underserved populations with HIV or AIDS. A major intent of the legislation was to expand the capacity of local agencies to provide direct care and support to those with HIV/AIDS. This care and support included health education and HIV prevention information. The RWCA is especially relevant for Latino communities, many of which are urban. This study was funded by the Health Resources and Services Administration (HRSA) to study the effects of Title I of the RWCA on the ability of Latino community-based organizations (CBOs) to provide direct care and support services. The study, which was conducted in two metropolitan areas, gained information from agency questionnaires and from interviews with 21 staff members at 14 Latino CBOs and 6 other interviews with Title I administrators in these areas. These 14 agencies served over 126,555 clients, 6,215 of whom were living with HIV/AIDS. Of these CBOs, 29% had applied for and received RWCA Title I funds. The study found that both funded and nonfunded agencies needed to strengthen their infrastructure systems and to build overall capacity to survive and compete with larger organizations. The need for funding for board development, strategic planning, improving development of services and program evaluation, and for developing plans and strategies for diversifying funding sources were commonly expressed. Recommendations for CBO development using RWCA funds are presented. Four appendixes contain the survey questionnaires, interview protocols, and biographical sketches of members of the research team. (Contains 14 tables and 13 references.) (SLD)

ED 413 381 UD 031 969

Ferguson, Ronald F. Clay, Philip L. Snipes, Jason C.

Roaf, Phoebe

YouthBuild in Developmental Perspective. A Formative Evaluation of the YouthBuild Demonstration Project.

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.
Pub Date—1996-09-00
Note—440p.
Available from—Department of Urban Studies and Planning, Massachusetts Institute of Technology, Cambridge, MA 02138 ($30 prepaid; 10 or more copies, $15 each).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Adolescents, *Building Trades, Demonstration Programs, *Disadvantaged Youth, Dropouts, Formative Evaluation, *High School Equivalency Programs, *Job Training, Minority Groups, Models, Program Evaluation, Urban Youth, Youth Programs
Identifiers—Research Replication

This report is a formative evaluation of the YouthBuild Demonstration Project that began in 1991 and ended in 1994. The YouthBuild Model, developed in earlier programs, was directed at young people who were largely disconnected from schools and jobs. Major components of the project were counseling, academic remediation with preparation for the General Equivalency Diploma (GED), leadership development, and training in construction skills. Five sites participated in the demonstration: (1) Boston (Massachusetts); (2) Cleveland (Ohio); (3) Gary (Indiana); (4) San Francisco (California); and (5) Tallahassee (Florida). Each was studied for two full cycles of the program. These sites served 16-to-24-year-olds, most of whom were male high school dropouts, minority, unemployed, and living in high risk neighborhoods. During the second observed cycle, there were 177 participants from all the sites. Seventeen percent dropped out, but 22% earned GEDs. Comparison with other nationally known youth programs showed that YouthBuild surpassed all but one of these programs for average length of stay and had the highest GED completion rate. Evaluation suggested that the training youth received was sufficient to prepare job-ready laborers, but not semi-skilled construction workers. The evaluation finds that only one site, in its second cycle, achieved nearly exemplary standards in its adherence to the YouthBuild model. The model itself was evaluated as viable and replicable, and, in fact, was replicated in 100 programs. (Contains 21 figures and 37 tables.) (SLD)

ED 413 382 UD 031 970

Achieving Nationwide School Improvement through Widespread Use of Effective Programs and Practices. CRESPAR Research and Development Report, No. 2.

Center for Research on the Education of Students Placed At Risk, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1997-09-00
Contract—R-117-D40005
Note—23p.
Available from—Publications Department, CRESPAR, Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, Educational Change, *Educational Improvement, Educational Policy, Educational Practices, Elementary Secondary Education, *High Risk Students, Minority Groups, *National Programs, Partnerships in Education, Program Implementation, School Restructuring, Test Results, *Urban Schools
Identifiers—Comer School Development Program, New American Schools, *Reform Efforts, Research Replication, Roots and Wings Program, Success for All Program

Researchers at the Center for Research on the Education of Students Placed at Risk (CRESPAR) have been studying the question of whether there are existing programs and practices that, if used nationwide, would actually improve the achievement of students placed at risk. The researchers' work and their studies of small-scale programs in many parts of the country lead them to say yes. Students placed at risk of academic failure are capable of achieving at levels that meet, and perhaps exceed, current national averages, and the strategies that can make this happen are already in place at some schools. Two replicable programs, the Comer School Development Program and CRESPAR's Success for All Program have resulted in remarkable gains on standardized tests. The next logical question is whether these programs can be scaled up for nationwide use. "Nationwide Scaling Up: Success for All/Roots & Wings" in this issue explores the ways these related programs (Roots & Wings adds mathematics, science, and social studies components to the Success for All reading program) have expanded to about 750 schools nationwide. "Scaling Up: School-Family-Community Partnerships" discusses the types of cooperation CRESPAR researchers have identified as necessary for program scaling up. "Scaling Up: The New American Schools in Memphis" reviews the success of the New American Schools program as implemented in Memphis (Tennessee). Other topics related to expanding programs for at-risk students in this issue are: (1) "School Reform Efforts for Low-Income African American Students Must Build on Knowledge about the Dynamics of Classroom Life"; (2) "Collaborating with Teachers To Broaden the Scope of Assessment in Schools"; (3) "A Literature Review Focuses on Asian American Students at Risk"; (4) "Parent Involvement Shifts from 8th to 12th Grades to Focus on College Attendance"; and (5) "Effects on Achievement and Best Designs of Volunteer Tutoring Programs Not Yet Known." Three research briefs of CRESPAR programs are also included. (Contains 20 references.) (SLD)

ED 413 383 UD 031 971

Matory, J. Lorand

The Other African Americans.

Pub Date—1993-03-13
Note—76p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Access to Education, Acculturation, Affirmative Action, American Indians, *Blacks, Classification, *Cultural Differences, Ethnic Groups, *Immigrants, Immigration, Racial Differences, *Racial Discrimination, *Stereotypes, Urban Areas, Urban Problems
Identifiers—*African Americans

Black North America is ethnically and culturally diverse. It contains many groups who do not call themselves or have not always called themselves "Negro," "Black," "African-American," and so forth, such as Louisiana Creoles of color and many of the Indian tribes east of the Mississippi. There are also numerous North American ethnic groups of African descent whose ancestors came as free people from Jamaica, Nigeria, Haiti, Cuba, and so forth. In the United States, such groups encounter a system of classifying race and stereotypes about people of African descent that differ substantially from those in their native lands. This essay concerns the responses of these ethnic groups to contemporary North American conceptions of race, as well as their role in creating and reshaping these conceptions. This article challenges the current consensus in the social sciences that dismisses "race" as an invalid analytic construct, and it proposes an alternative to the unilinear "assimilation" model that is commonly presumed to chart the historical experience of immigrants to North America. It is proposed that there are at least two tracks of immigrant assimilation in the United States—one "white" and taken for granted, and the other "black." Of particular interest to educators are reflections on the role of schools in the diverse channels of assimilation, the allegedly different socioeconomic and academic performance of immigrant and native blacks, and the struggle over who should benefit from forms of hiring and school admissions intended to remedy racial discrimination. (Contains 81 references.) (Author/SLD)

ED 413 384 UD 031 972

Gladney, Lawana Greene, Barbara

Descriptions of Motivation among African American High School Students for Their Favorite and Least Favorite Classes.

Pub Date—1997-03-00
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability, Academic Achievement, *Black Students, Black Teachers, *High School Students, High Schools, Performance Factors, Student Attitudes, *Student Motivation, Teacher Attitudes, *Teacher Characteristics, *Urban Youth
Identifiers—African Americans

The motivation to learn of African American high school students was examined by asking them about their favorite and least favorite classes. Two hundred and seventy-five students attending three urban high schools were randomly selected from their history classes to respond to a questionnaire on their perceptions of ability, goals, and reasons for disliking their least favorite class. There was a positive motivational pattern reported for their favorite classes. The students scored high on three variables that have been found to be most important for engagement and achievement: learning goals, future consequences, and perceived ability. Their reason for disliking the least favorite class was usually that the teacher was boring, and not because of perception of ability. Analysis of interview data for these students showed that teacher attitudes and methods of instruction were the significant reasons for liking and disliking the favorite and least favorite classes. Students also reported that the race of the teacher affected motivation in the classroom. These results show positive motivational orientations among students when their favorite classes were an issue. (Author/SLD)

ED 413 385 UD 031 974

Swan, Wallace K., Ed.

Gay/Lesbian/Bisexual/Transgender Public Policy Issues. A Citizen's and Administrator's Guide to the New Cultural Struggle.

Report No.—ISBN-1-56023-916-6
Pub Date—1997-00-00
Note—146p.
Available from—Harrington Park Press, Imprint of The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580.
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Civil Rights, Cultural Differences, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Family Structure, Homophobia, *Homosexuality, Legislation, Lesbianism, *Policy Formation, *Public Policy, Public Schools, Religion, *Social Discrimination
Identifiers—Bisexuality, Transsexuals

The essays in this collection portray the cultural struggle that is taking place in the United States between those who support a variety of high-priority gay, lesbian, bisexual, and transgender initiatives and those who strongly oppose them. These issues revolve around the workplace, youth and education, relationships and legal rights, and discriminatory practices. The following essays are included: (1) "Religion in American Politics and the Religious Right" (Paul Mazur); (2) "Workplaces, Schools, Partnerships, and Justice: An Intersection that Causes Confrontation" (Wallace Swan); (3) "The Workplace Movement" (Wallace Swan); (4) "The Impact of Lesbian/Gay Sensitive Policies on the Behavior and Health of Lesbians in the Workplace" (Carol Ardell Burgess); (5) "Struggling To Keep a Roof over My Head" (Karen Bjorkman); (6) "Sexual Orientation Issues Impact K-12 Education" (Lyle Rossman); (7) "Public Schools: A Battleground in the Cultural War" (Tracy Phariss); (8) "Making the Invisible Visible: Organizing Resources for Gay, Lesbian, Bisexual, and Transgender Youth in School and Communities" (John

Yoakam); (9) "Domestic Partners: The Legalization of Alternative Families" (Wallace Swan); (10) "Same-Sex Marriages" (Wallace Swan); (11) "The Agenda for Justice" (Wallace Swan); and (12) "Criminal Justice Interventions Impacting Gays and Lesbians" (Wallace Swan). Each chapter contains references. (SLD)

ED 413 386 UD 031 976

Callender, Christine

Education for Empowerment. The Practice and Philosophies of Black Teachers.

Report No.—ISBN-1-85856-072-1

Pub Date—1997-00-00

Note—182p.

Available from—Trentham Books Limited, Westview House, 734 London Road, Oakhill, Stoke on Trent, Staffordshire, England ST4 5NP (14.95 pounds); Stylus Publishing, Inc., P.O. Box 605, Herndon, VA 20172-0605 ($22).

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Black Culture, Black Students, *Black Teachers, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, Ethnography, Foreign Countries, *Immigrants, *Language Usage, Rewards, Teacher Attitudes, *Teacher Characteristics, Teaching Methods

Identifiers—*Caribbean Islanders, *England

People of African Caribbean heritage make up about 30% of Britain's 3 million people from ethnic minorities, yet there are very few black teachers in the British compulsory education system. Six black teachers and two white teachers in two British city schools were studied to see if there were characteristics associated with black teachers and their relationships with black students. In all, there were 211 children in the study, all between 5 and 11 years of age. The ethnographic study took place over 6 months in the two schools. Early chapters of the book provide a backdrop to the rest. After an introduction, "Black Teachers: An Endangered Species?" Chapter 2, "Research from a Black Perspective," reviews minority perspectives on the underperformance of black students in British and American schools. Chapter 3, "Language and the Curriculum," explores the language of Caribbean heritage children in British schools, and the position of black teachers and students is considered in Chapter 4, "Language, Culture, and the Schooling Process." Chapter 5, "Black Communications: African Retained Language Patterns in Multi-Ethnic Classrooms," describes the teachers' range of retained African verbal and nonverbal communication patterns. Chapter 6, "The Three Rs: Race, Rewards, and Reprimands," focuses on black teachers' uses of praise and blame and the ways in which their regulatory behavior is emancipatory in intent. Chapter 7, "The Intersection of Gender and Ethnicity in Teacher-Pupil Relationships," examines the role of gender in the work of black teachers. Chapter 8, "Conclusion," summarizes the main findings of the research, indicating that there is indeed a black teaching style in British schools. Although this style may be perceived as harsh or disciplinarian by outsiders, many children of African Caribbean heritage find it emancipatory and connect with it culturally. (Contains 229 references.) (SLD)

ED 413 387 UD 031 977

Miller, L. Scott

An American Imperative: Accelerating Minority Educational Advancement.

Report No.—ISBN-0-300-05793-8

Pub Date—1995-00-00

Note—393p.

Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520-9040 ($35).

Pub Type— Books (010) — Opinion Papers (120) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Access to Education, Achievement Gains, Cultural Differences, Demography, *Disadvantaged Youth, *Educational Change, Elementary Secondary Education, *Equal Education, Higher Education, *Minority Groups, Racial Differences, Sex Differences, Standardized Tests, Test Results, Urban Schools

The central purpose of this book is to help leaders and professionals in government, education, business, philanthropies, and the media think about what needs to be done to ensure that minorities reach educational parity with the majority population as soon as possible. Chapter 1 discusses society's interest in the educational advancement of minorities. Chapter 2 examines U.S. trends in majority and minority educational attainment. In Chapter 3, the focus is on educational achievement and differences among racial and ethnic groups on standardized tests. Chapter 4 lays the ground work for the exploration of why achievement and educational attainment gaps between minorities and whites persist. These gaps are examined in greater detail in Chapter 5, and Chapter 6 explores whether standard measures of socioeconomic status (family income and parent education) account for differences in academic achievement. Chapter 7 considers differences in standardized test scores in more detail. Chapters 8 and 9 consider prejudice and discrimination and the roles they have played in academic underachievement. Chapter 10 reviews research on the relationship of cultural differences to academic achievement, and Chapter 11 provides estimates of the variation in education-related family and school resources available to minorities. Chapter 12 offers criteria that can be used to set priorities for accelerating the educational advancement of minorities, and Chapter 13 considers the larger meanings of the changing demographics of the United States. (Contains 61 references.) (SLD)

ED 413 388 UD 031 979

Cookson, Peter W., Jr. Shroff, Sonali M.

Recent Experience with Urban School Choice Plans. ERIC/CUE Digest Number 127.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-UD-97-8; ISSN-0889-8049

Pub Date—1997-10-00

Contract—RR93002016

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).

Pub Type— ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission (School), *Educational Vouchers, *Elementary Secondary Education, *Free Choice Transfer Programs, Nontraditional Education, Political Influences, Private School Aid, *Racial Composition, *School Choice, School Desegregation, School Restructuring, State Programs, Tax Credits, Tuition, *Urban Schools

Identifiers—ERIC Digests

School choice plans have been widely adopted, and most urban areas have a limited choice plan of some sort. This digest presents an overview of different choice strategies by reviewing the experiences of several urban areas. Minnesota has statewide open enrollment for all students, making all public schools throughout the state open to all students, provided that the receiving school has room and the transfer does not harm racial integration efforts. In 1995, 15% of the state's students participated in various school choice programs. There is mixed evidence about the impact of this program, but it appears that there is little validity to the theory that choice prompts schools and districts to reform programs to meet the demands of families. New York City has instituted a policy of citywide choice. Parents may transfer their children to any city public school if space is available, but the program has received little publicity, and is not widely known. Some districts have published their choice plans, and others rely on magnet schools to promote school choice. In Massachusetts, choice has primarily been a means to achieve racial and ethnic balance in the schools. Acknowledging the negative effects of a choice system based only on magnet schools, the state has expanded its early efforts to include other choice options. The controlled choice option in Boston (Massachusetts) divides the city into three geographic areas for elementary and middle school assignment, but high school choice is citywide. Critics feel that there are so many controls for race, ethnicity, and gender that real school choice by parents is compromised. In Milwaukee (Wisconsin), a voucher system has provided educational alternatives to many low-income students. Pilot voucher programs in other cities are being implemented, and early reports indicate that they can increase educational effectiveness and opportunity, as do other school choice plans. (Contains 17 references.) (SLD)

ED 413 389 UD 031 981

Busse, R. T. Larson, James

School Psychology Training in Violence Prevention and Intervention.

Pub Date—1997-08-00

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Intervention, *Juvenile Gangs, Needs Assessment, *Prevention, Professional Development, Psychology, School Counseling, School Counselors, *School Psychologists, School Safety, *Training, Urban Schools, *Violence

This study assessed the readiness and practice of specialist-level training programs in school psychology to address the preservice training needs in the area of school violence and youth gang prevention. A survey of 189 programs yielded 90 usable replies describing their training programs. Most of these programs were located in or near midsize cities with populations ranging from 100,000 to one million. Results indicate that training in violence and gang issues lags behind other areas of behavioral prevention and intervention. Required discrete or integrated course work was dominate by direct treatment and consultation for attention deficient hyperactivity disorder and treatment and consultation for conduct problems. Also prioritized were social skills training and treatment and consultation for depression. Gang prevention represented only 29% of discrete training, while gang treatment was only 17% of discrete training. Violence prevention was covered in the course work of 67% of the programs, in practica for 37% of programs, and in internships of 43% of programs. However, 49% of respondents agreed that understanding of youth gangs is an appropriate area of preparation for nondoctoral school psychologists. While training in gang prevention and intervention is recognized as a need for school psychologists, such training lags behind most other areas in which training is provided. (Contains 3 tables and 13 references.) (SLD)

ED 413 390 UD 031 982

Mayo-Booker, Ethel T. Gibbs, Margaret

Racial and Global Self Concept Effects on African American Achievement.

Pub Date—1997-08-00

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 1997).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, *High School Students, High Schools, Inner City, Low Achievement, Prediction, *Racial Identification, *Self Concept, Urban Schools, Urban Youth

Identifiers—*African Americans

This study examined the relationship between self-concept variables and academic achievement in 72 African American inner-city high school students. The self-concept variable of particular interest was racial self-concept, those perceptions about the self that develop as a result of racial identity. The hypothesis that racial and global self-concept would predict academic achievement was supported, with racial self-concept accounting for more of the explained variance in achievement than global self-concept. The results suggest that negative self-perceptions, especially those related to racial identity, may be an underlying factor in patterns of underachievement prevalent in African American children. (Contains 13 references.) (Author)

ED 413 391 UD 031 983

A Guide to Immigration Facts and Issues.
National Immigration Forum, Washington, DC.
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.
Pub Date—1997-00-00
Note—55p.
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Acculturation, Blacks, Citizenship, Federal Legislation, *Immigrants, *Immigration, *Migration Patterns, Population Trends, Public Policy, *Refugees, *Urban Areas, Welfare Services
Identifiers—African Americans

This packet contains fact sheets and issue briefs on immigration and immigrants. Fact sheets, most of which are presented in 1994 and 1997 versions, contain brief summaries of information on immigration law and regulations, the status of immigrants, their countries of origin, and where they settle. These fact sheets make it clear that most immigrants enter the United States legally, and that most come to the United States to reunite with relatives. Fact sheets on both family-based and employment-based immigration are included. The vast majority of immigrants come to urban areas, where they start new businesses, pay taxes, and use fewer services than native-born Americans. As one fact sheet demonstrates through examples, immigrants have become a driving force in urban revitalization, using their energy and capital to build city neighborhoods. The issue briefs explore issues related to immigration in greater detail. The following issue briefs are included: (1) "Immigrants and African Americans"; (2) "Becoming Citizens"; (3) "Becoming Americans"; (4) "Costs and Contributions of Immigrants"; (5) "U.S. Asylum Policy"; (5) "Controlling Illegal Immigration"; (6) "Immigrant Women"; (7) "Cycles of Nativism in U.S. History"; (7) "Immigrants and Welfare"; and (8) "Immigrants and Health Care." The fact sheets and issue briefs emphasize the contributions of recent arrivals to the United States. Each issue brief and most fact sheets contain references. (SLD)

ED 413 392 UD 031 984

Fleming, Wanda Schaffer, Howie
Reflections on Education and Race. Examining the Intersections. Select Addresses from the Public Education Network 1996 Annual Conference. A PEN Occasional Paper.
Public Education Network, Washington, DC.
Pub Date—1997-00-00
Note—56p.
Available from—Public Education Network, 601 13th Street, N.W., Suite 900 North, Washington, DC 20005.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Cultural Pluralism, *Educational Change, *Elementary Secondary Education, *Equal Education, Futures (of Society), Political Influences, *Racial Differences, Racial Factors, *Urban Schools

The theme of the 1996 Public Education Network conference was "Examining the Intersections: Education and Race." From different points of view, speakers examined the need for an ongoing commitment to ensuring equal opportunity and access to learning in all public schools. The first selection is the report of a panel discussion about the role and impact of race on children, teachers, and staff. The following remarks from the panel are presented: (1) "Introductory Remarks" (Amanda Brown); (2) "Institutionalized Violence" (Helen Gym); (3) "Working It Out Together" (Christine Gutierrez); (4) "Please—Just Don't Call Me a Racist" (Beverly Daniel Tatum); (5) "Despair and Hope" (Craig Jerold); and (6) "Expectations and Reactions: Continuing Commentary and Conversation on Race" (panel). "Race: The Challenge for Public Education" by Joseph R. Feagin, the second selection, explores racism as the "fourth R" that must be addressed in building better schools. The next selection, "1996 Election Reflections" by Michael Cohen, considers the impact of the federal election and concludes that whatever the ultimate impact, the basic work of education reform must be done at the local level. The last address, "Race, Conflict and American Citizenship Defined" by Eric Foner, explores American history, the meaning of citizenship, and the importance of recognizing cultural pluralism in the public schools. (SLD)

ED 413 393 UD 031 985

Youth Authority Program Summary. Program Description and Evaluation Report. Elementary and Secondary Education Act (ESEA) Chapter 1 Compensatory Education Program. 1989-90 through 1994-95.
California State Youth and Adult Correctional Agency, Sacramento.
Pub Date—1996-00-00
Note—99p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Achievement Gains, *Compensatory Education, *Delinquency, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, Federal Legislation, Juvenile Justice, *Prisoners, Program Evaluation, Standards, Youth Programs
Identifiers—*California, Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I, Improving Americas Schools Act 1994

The California Youth Authority, the state agency that serves youth offenders, has received federal grant funds to supplement state-funded education programs for educationally disadvantaged students since 1967. Since 1989-90, these funds have been provided through the Elementary and Secondary Education Amendment (ESEA), Chapter 1 of Title I. This report informs the public about the 6-year period from 1989-90 through 1994-95. Student characteristics are updated, changes in program operation are described, and evaluation data are presented for the education components. The final chapter contains plans for carrying out requirements of the newly passed federal reauthorizing legislation, the Improving America's Schools Act of 1994. The typical young person in the Youth Authority is 19 years old, not a high school graduate, and five or more grade levels below age expectancy. Summaries are presented of the education programs at 11 training centers, schools, and clinic sites and 3 youth conservation camps. Teaching the basic skills is an essential part of ESEA instruction, but teaching strategies and curriculum emphasize connections with history, science, literature, and other core disciplines. Achievement test scores show that program participants have made excellent gains when achievement is compared with their previous public school experience. The use of ESEA funds has produced a highly organized program for youthful offenders that has had a significant impact on the work of the Youth Authority. Suggestions for program improvement include setting standards for individual achievement and the integration of assessment and learning. Appendixes include a discussion of performance-based assessment, a statement of the goals of curriculum and instruction, and Youth Authority Evaluation Check Lists. (Contains 6 tables and 11 references.) (SLD)

ED 413 394 UD 031 986

Amaro, Hortensia Barker, Marybeth Cassisy, Theresa Hardy-Fanta, Carol Hereen, Tim Levenson, Suzette McCloskey, Lois Melendez, Michael
HIV/AIDS Prevention Program Evaluation Report.
Harvard Univ., Boston, MA. School of Public Health.
Pub Date—1995-11-00
Note—172p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Data Collection, *Health Education, Literature Reviews, Models, *Prevention, Program Development, Program Effectiveness, Program Evaluation, Program Implementation, State Programs
Identifiers—*Massachusetts

This report addresses the four research objectives that were established by the Massachusetts Primary Prevention Group (MPPG) and the Massachusetts Department of Public Health's HIV/AIDS Bureau. The objectives were to: (1) review and summarize literature that formally evaluated HIV prevention interventions; (2) describe how currently funded HIV/AIDS prevention programs use theoretical models to guide their work; (3) assist the MPPG in developing a clearly articulated set of priorities and plans for future program evaluation work; and (4) review the existing data systems used by Massachusetts to manage prevention contracts and to identify ways in which the system can be improved. There have been relatively few evaluations of HIV/AIDS prevention projects, but the existing literature suggests that effective prevention efforts represent a combination of theoretical models. A survey of 20 Massachusetts prevention programs found rather informal theoretical models guiding programs. Ways to help program planners articulate guiding frameworks more clearly are suggested to enhance future evaluation activities. A review of current data systems revealed no system for collecting data on day-to-day activities in education and prevention. It is recommended that a data form and procedures be developed so that programs can collect useful data efficiently. Appendixes discuss theoretical models for programs, describe the state's programs in chart form, present evaluation forms and a data collection form, summarize an evaluation training component, and present a bibliography. (Contains 103 references.) (SLD)

ED 413 395 UD 031 987

Anyon, Jean
Ghetto Schooling: A Political Economy of Urban Educational Reform.
Report No.—ISBN-0-8077-3662-7
Pub Date—1997-00-00
Note—217p.; Foreword by William Julius Wilson.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (clothbound: ISBN-0-8077-3663-5, $44; paperback: ISBN-0-8077-3662-7, $18.95).
Pub Type— Books (010) — Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Educational Change, Educational History, Educational Practices, Elementary Secondary Education, *Political Influences, Public Schools, Resource Allocation, *School Restructuring, *Social Class, Trend Analysis, Urban Problems, *Urban Schools
Identifiers—*Newark School System NJ

This book is based on a study of a 4-year reform effort in the Newark (New Jersey) public schools. The discussion focuses on an elementary school as it attempted reform in an effort that was ultimately unsuccessful. Part I opens the discussion of the effects of social class and race on educational reform. To see why inner city schools have not improved, it is not enough to examine reform or educational practice. It is first necessary to see why the schools have come to be what they are, and how the interaction of social class and race have contributed to the poor state of inner city schools. Part II ties the account of the educational reform effort in Newark to past economic and political trends. Newark serves as a historical case study of the ways in which economic and political decisions have shaped America's cities and her schools. It is demonstrated that, contrary to common belief, public education in Newark was of poor quality long before African Americans took over the reins of city government. Part III develops a new vision of reform that urges that some of America's vast resources be directed to the reconstruction of the central city government. The analysis of conditions of the Newark schools shows that educational reform efforts must also include efforts to restore economic and political opportunities to inner city residents. The following chapters are included: (1) "Cities, Urban Schools, and Current Visions of Educational Reform"; (2) "Social Class, Race and Educational Reform at Marcy School"; (3) "Industrial Strength, Educational Reform, and the Immigrant Poor: 1860-1929"; (4) "Beginning of the Decline: The 1930s"; (5) "Pauperization of the City and Its Schools: 1945-1960"; (6) "Organized Crime and Municipal and Educational Chaos: The 1960s"; and (7) "Class, Race, Taxes, and State Educational Reform: 1970-1997." (Contains 350 references.) (SLD)

ED 413 396 UD 031 988

Young, Beth Aronstamm Smith, Thomas M.

The Social Context of Education. Findings from "The Condition of Education, 1997," No. 10.

National Center for Education Statistics (ED), Washington, DC.
Report No. —NCES-97-981; ISBN-0-16-049219-X
Pub Date—1997-09-00
Note—44p.; For "The Condition of Education, 1997," see ED 404 766.
Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Access to Education, *Context Effect, Educational Trends, *Elementary Secondary Education, Family Structure, Higher Education, Language Proficiency, Low Income Groups, *Minority Groups, *Parent Education, Social Change, *Social Influences, Student Characteristics, Trend Analysis
Identifiers—Educational Indicators

Data from "The Condition of Education, 1997" are used to show how changes over time in the composition of students in terms of factors such as student English language proficiency, family income, parents' education, and family structure affect the social context of education. This report traces associations between these student-level social factors and different indicators of educational access and progress. For each factor, the report shows changes over time and how the factor affects various racial and ethnic groups. The following factors are considered: (1) student background; (2) changes in the social background of children; (3) the social context of public schools; (4) learning environment in high and low poverty schools; and (5) resource equity across high and low poverty schools. Findings indicate: the structure of families is shifting away from the two-parent family, and the percentage of children of minority background is increasing, as is the percentage of children who have difficulty speaking English; median family income has been relatively stagnant over the past 25 years, and the poverty rate has changed very little; and Black and Hispanic children are still more likely to live in poverty, and to attend schools with a high level of poverty. On the positive side, more children live in home with more educated parents than a few decades ago, and parent education level is a strong predictor of student achievement. Changes in social context present challenges schools must address to enhance their effectiveness and ensure educational progress. (Contains nine figures and seven tables.) (SLD)

ED 413 397 UD 031 990

Chatel, Regina G. Cimochowski, Anna M.

A Struggle for Standards: An Urban Experience Developing Academic Outcomes and Assessment.

Pub Date—1997-03-00
Note—16p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (52nd, Baltimore, MD, March 22-25, 1997).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, Curriculum Development, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Minority Groups, *Outcomes of Education, Political Influences, *Standards, Test Construction, *Urban Schools
Identifiers—*Hartford Public Schools CT

During the 1995-96 academic year, the Hartford (Connecticut) Public School System (Connecticut) published "Academic Area Outcomes, PreKindergarten-Grade 12," a document that initiated a process of improvement of teaching, learning, and curriculum revision based on continuous assessment and accountability. Creation of this document was not a simple matter in light of the educational, social, political, and economic situation in Hartford. The Hartford school district, with an enrollment of 23,500 students in 32 schools, is the largest district in Connecticut and the second largest in New England. Enrollment is 98% minority, predominantly Hispanic and African American. The district enrolls 4% of the state's students, and 49.6% are bilingual. Hartford is the fourth poorest city in the nation, and approximately 75% of the students are considered at risk of not graduating. The curriculum revision initiated in this context used input from educators and the community, as well as educational research to define what students should be able to do in each of the academic areas. Working groups consulted available national standards to come up with samples of assessments and outcomes to tell what students should learn and how they should demonstrate their learning. Hartford's experience demonstrates how the collaborative outcomes writing process leads to accountability, improvement, and ownership for implementation of reform. (Contains 12 references.) (SLD)

ED 413 398 UD 031 991

Weis, Lois Fine, Michelle Lareau, Annette

Schooling and the Silenced "Others": Race and Class in Schools. Special Studies in Teaching and Teacher Education, Number Seven.

State Univ. of New York, Buffalo. Graduate School of Education.
Report No.—ISBN-0-937033-50-2
Pub Date—1992-06-00
Note—81p.; Papers prepared for the Annual Meeting of the American Anthropological Association (1992).
Pub Type— Collected Works - General (020) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Disadvantaged Youth, Economic Factors, Elementary Secondary Education, *Minority Groups, *Parent Attitudes, Parent Participation, Public Schools, Racial Differences, *Racial Discrimination, *Social Class, Urban Schools
Identifiers—Marginal Students

In education, it is necessary to look at students who are marginalized, and excluded, who is centered or privileged, and how, through academic discourse, silences are created, sustained, and legitimized. The three papers in this collection explore the politics of silencing and voice in education. "It's More Covert Today': The Importance of Race in Shaping Parents' Views of the School" by Annette Lareau focuses on the ways in which certain types of parental culture and discourse are privileged in schools, leading to the construction of an "ideal type" of parental involvement. Parents who do not fit this construction are outside the bounds of what is acceptable for a parent, and their ideas, no matter how salient, are rebuffed. Lois Weis, in "White Male Working Class Youth: An Exploration of Relative Privilege and Loss," focuses on the ways in which white male working class identity is taking shape under the restructured economy of the 1980s and 1990s. In particular, ways in which young men are reaffirming the discourses of white male power and privilege in spite of an economy that increasingly denies them this privilege are examined. Michelle Fine, in "The 'Public' in Public Schools: The Social Construction/Constriction of Moral Communities," examines a third set of issues related to silencing, the ways in which public schools, supposed to be universally accessible moral communities, engage in patterns of systematic exclusion and yet justify these patterns as being for the common good. (SLD)

ED 413 399 UD 031 993

A Black Community Crusade and Covenant for Protecting Children.

Children's Defense Fund-Ohio, Columbus.
Report No.—ISBN-1-881985-09-1
Pub Date—1995-00-00
Note—115p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, Agenda Setting, *Blacks, Child Advocacy, *Child Welfare, Childhood Needs, Children, *Community Involvement, Disadvantaged Youth, Elementary Secondary Education, *Responsibility, Urban Schools

This guide urges all black adults and all caring Americans to join the crusade of the Children's Defense Fund to protect black children. Chapter 1, "Why Everyone in America Must Care about Black Children—and All Children," sets for key facts about the status of black children and suggests a personal audit each adult should perform to ensure that he or she is part of the solution rather than part of the problem children face. A community action agenda and a public policy agenda are suggested to help ensure fair opportunities for all children. Chapter 2, "An Unfair Contract with America's Children," examines some key unfair and antichild aspects of the "Contract with America" and their implications for black children. In chapter 3, "Myths that Cloak Injustice," myths now circulating that have been used to justify harmful budget cuts are explored. Chapter 4 presents five examples of promising programs for children. Chapter 5, "Data on the Status of Black Children," includes 50 state and big-city tables on the status of black children. An appendix includes a copy of the Black Community Crusade for Children manifesto drafted by John Hope Franklin. (Contains 1 figure and 38 tables.) (SLD)

ED 413 400 UD 031 994

Facts & Figures: Answers to Frequently Asked Questions about Limited English Proficient (LEP) Students and Bilingual/ESL Programs, 1996-1997.

New York City Board of Education, Brooklyn, NY. Office of Bilingual Education.
Pub Date—1997-00-00
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Educational Testing, Elementary Secondary Education, *English (Second Language), Hispanic Americans, Immigrants, Language Proficiency, *Limited English Speaking, School Districts, Urban Schools, *Urban Youth
Identifiers—*New York City Board of Education

In question and answer form, this document presents information about limited English proficient (LEP) students and programs for them in the New York City (New York) schools. City and state regulations govern the identification of LEP students and their selection for English as a second language (ESL) or bilingual programs. The Board of Education has developed a Language Assessment Battery to identify these students, who are required to receive ESL instruction, native language arts instruction, and social studies, mathematics, and science using their native language and English using ESL methodologies. There were 162,154 general education LEP students in the New York city public schools in 1996-97. Spanish is the predominant language of New York's LEP students, for 67.5%, followed by Chinese for 9.3%. Of these students, 154,992 were already receiving mandated ESL or bilingual instruction in 967 schools. In the city, 6,893 teachers were providing bilingual or

ESL instruction, a figure that does not include counselors, program supervisors, resource teachers, or coordinators. A map of the community school districts in New York City shows the districts with 3,000 or more LEP students. (Contains nine tables.) (SLD)

ED 413 401 UD 031 995

Pedraza, Rachel A. Pauly, Edward Kopp, Hilary

Home-Grown Progress: The Evolution of Innovative School-to-Work Programs.

Manpower Demonstration Research Corp., New York, NY.

Spons Agency—Metropolitan Life Foundation.

Pub Date—1997-09-00

Note—162p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College School Cooperation, *Education Work Relationship, Educational Change, Federal Legislation, High Schools, Program Descriptions, *Program Effectiveness, Tech Prep, *Vocational Education, *Work Experience Programs

Identifiers—School to Work Opportunities Act 1994, *School to Work Transition

The School-to-Work Opportunities Act (STWOA) of 1994 provides flexible funding and technical assistance to the education reform strategy known as the school-to-work movement, which offers a broad range of students work-based learning opportunities. In 1994, just before passage of the STWOA, the Manpower Demonstration Research Corporation illustrated the feasibility of school-to-work approaches by showcasing the "best practice" lessons from 16 pioneering study sites in 12 states. These projects were described in a document that helped in the formation of the STWOA. This followup report tells about the evolution of these 16 programs, which have grown to serve more students , expanded employers' roles and activities, improved curricula and instruction methods, added new work-based learning opportunities, branched out into new occupational areas, and served as models for program replication. The descriptions of these programs also illustrate the problems school-to-work programs face. Designated resources are constantly needed to pay for program development and operation. On-going efforts are needed to serve both high- and low-achieving students, and postsecondary institutions must be involved in building links between high schools and colleges. The programs are grouped into five programmatic approaches to school-to-work: (1) Career Academies; (2) Occupational Academic Cluster programs; (3) Restructured Vocational Education programs; (4) Tech Prep programs; and (5) Youth Apprenticeship programs. An appendix describes each of the programs in the study. (Contains 1 figure, 7 tables, and 50 references.) (SLD)

ED 413 402 UD 031 996

Silverberg, Marsha Bergeron, Jeanette Haimson, Joshua Nagatoshi, Charles

Facing the Challenge of Change: Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration. Final Report.

Mathematica Policy Research, Inc., Plainsboro, NJ.

Spons Agency—Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.

Pub Date—1996-08-00

Contract—LC92107001

Note—299p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—College School Cooperation, Demonstration Programs, *Education Work Relationship, Educational Change, Federal Legislation, High Schools, Partnerships in Education, Program Effectiveness, Program Evaluation, *Vocational Education, *Work Experience Programs

Identifiers—*Youth Apprenticeship Projects

To promote and evaluate initiatives designed to address concerns over preparing American youths for employment, the U.S. Department of Labor sponsored the School-to Work/Youth Apprenticeship Demonstration, which began in 1990 with grants to six programs. In 1992, grants were extended for 5 of these programs and added for 10 other programs. This report presents a final assessment of the early implementation efforts of these demonstration programs. These programs illustrate some lessons for future school-to-work initiatives, but do not evaluate programs according to the components of the School-to-Work Opportunities Act, which was developed during the same period. The first chapter of this report describes the school-to-work movement, and chapter 2 describes how these demonstration sites recruited and selected students and the characteristics of program participants. Chapters 3, 4, and 5 discuss the approaches used to implement school-based learning, work-based learning, and integration activities. Chapters 6 and 7 examine secondary-postsecondary links and counseling and guidance. Chapter 8 discusses the roles the partners play in these initiatives, and chapter 9 presents a summary of the major findings about these programs. Three appendixes describe the demonstration sites, present student data forms, and give detailed student data tables by site. (Contains 17 tables and 17 references.) (SLD)

ED 413 403 UD 031 997

Corson, Walter Dynarski, Mark Haimson, Joshua Rosenberg, Linda

The Positive Force of Youth Fair Chance. Giving Young People in Poverty a Chance at Education and Earnings.

Mathematica Policy Research, Inc., Plainsboro, NJ.

Spons Agency—Employment and Training Administration (DOL), Washington, DC.

Pub Date—1997-00-00

Contract—T-4723-4-00-80-30

Note—15p.; For full report, see UD 031 998.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Education Work Relationship, Federal Aid, High Schools, *Job Training, Program Effectiveness, Program Evaluation, Rural Youth, Urban Youth, Youth Programs

Identifiers—*Case Management, *Youth Fair Chance

The Youth Fair Chance (YFC) program is funded by the U.S. Department of Labor to help young people finish high school, get better jobs, and address personal and family problems. Twelve YFC programs operate in urban areas, and four operate in rural areas, including a locale with a high proportion of Native Americans and one that is home to many migrant and seasonal farm workers. This publication summarizes features of YFC programs and analyzes their implementation. It also highlights experiences that may be useful to designers of other programs for youth and comprehensive initiatives for communities. All the programs had three key components: (1) learning centers were set up to provide education, employment, and support for youths who were out of school; (2) school-to-work initiatives were launched in local secondary schools; and (3) communities got involved in the program through community advisory boards. The flexibility to meet the needs of local youth at the heart of all the programs resulted from pulling together organizations within the community to form collaboratives. YFC programs differ from conventional job training programs in that they focus on specific geographic areas and provide opportunities for local involvement. The experience of YFC programs indicates that programs can provide guaranteed access to appropriate services, a finding that answers a question posed by Congress. A second question posed by Congress is whether the programs can set up integrated intake and case management systems. The answer to this question is a qualified "yes," since sites were able to set up case management, but case managers were not able to determine eligibility for other employment training, health, or income support programs. YFC sites face a future complicated by funding problems, but most expect to try to become self-sustaining. (SLD)

ED 413 404 UD 031 998

Corson, Walter Dynarski, Mark Haimson, Joshua Rosenberg, Linda

A Positive Force: The First Two Years of Youth Fair Chance.

Mathematica Policy Research, Inc., Plainsboro, NJ.

Spons Agency—Employment and Training Administration (DOL), Washington, DC.

Pub Date—1996-12-00

Contract—T-4723-4-0080-30

Note—188p.

Available from—Mathematica Policy Research, Inc., P.O. Box 2393, Princeton, NJ 08543-2393 (publication PR96-52, $14 plus $2.50 postage and handling). For related document, see UD 031 997.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Community Involvement, *Education Work Relationship, Federal Aid, High Schools, *Job Training, *Program Effectiveness, Program Evaluation, Rural Youth, Urban Youth, Youth Programs

Identifiers—*Case Management, *Youth Fair Chance

In 1992 legislation enabled the U.S. Department of Labor to establish a program of Youth Fair Chance grants to provide comprehensive services to youth in selected urban and rural high poverty areas. The legislation also asked to an independent evaluation of the 16 urban and rural programs these grants funded, and this evaluation was undertaken by Mathematica Policy Research. Evaluation findings related to two of five items of Congressional interest are included in this report: (1) the extent to which participating communities fulfilled the goal of guaranteed access to appropriate education, training, and support services for all eligible youth in target areas who seek to participate; and (2) the effectiveness of efforts to integrate service delivery in target areas, including systems of common intake, assessment, and case management. The evaluation found that programs generally met the goal of guaranteed access to services. Programs were able to provide all youths who came in with education, employment, training, and support services within the limits of local service contexts. Programs were also able to integrate service delivery through case management and collaborative structures, although they usually did not create new service delivery systems. Case managers did not have the ability to determine eligibility for employment training, health, or income support programs. Overall, the program has a positive start, and demonstrated the potential to mobilize community efforts to serve youth. Two appendixes describe the characteristics of YFC centers and present program profiles. (Contains four tables, three figures, and two references.) (SLD)

ED 413 405 UD 031 999

Stern, David

Learning and Earning: The Value of Working for Urban Students. ERIC/CUE Digest Number 128.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —EDO-UD-97-9; ISSN-0889-8049

Pub Date—1997-11-00

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; phone: 800-601-4868 (free).

Pub Type— ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Costs, Economic Factors, *Education Work Relationship, High Schools, Job Skills, *Part Time Employment, Partnerships in Education, *School Business Relationship, *Student Employment, Student Motivation, Urban Youth, *Work Experience

Identifiers—ERIC Digests

This digest briefly reviews the ways that working affects students, and describes ways that schools can partner with businesses to increase the educational benefits of working. The economic payoff for students who work in high school is well-established, including a positive association between the amount of high school work experience and employment or earnings a few years later. The opportunity to acquire skills at work can have positive effects on the development of student orientation toward work. The major potential cost of students' jobs is a negative impact on academic achievement, although research findings vary significantly on the extent of the detriment. Debates over the supposed benefits of work experience have resulted in increased interest in school-to-work initiatives in which education and employment are linked. General purposes of work-based learning are: (1) to provide for acquisition of knowledge or skills for employment; (2) career exploration and planning; (3) knowledge of all aspects of an industry; (4) development of work-related personal and social competence; and (5) improvement in student motivation and academic achievement. If work-based learning is to achieve these goals, it must be planned carefully and monitored by people who understand the work place and what is to be learned there. Teachers of academic subjects must believe that the program is worthwhile and must link the work-based aspects with instruction in formal academic subjects. Until it is determined that work-based learning can be extended effectively to college-bound students, efforts to promote work-based learning programs will be minimal, and students in those programs may feel stigmatized as less academically able. (Contains 16 references.) (SLD)

ED 413 406 UD 032 000

McCarthy, Kevin F. Vernez, Georges

Immigration in a Changing Economy. California's Experience.

National Defense Research Inst., Santa Monica, CA.

Spons Agency—Office of the Secretary of Defense (DOD), Washington, DC.; California Business Roundtable.; Ford Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.; James G. Irvine Foundation, San Francisco, CA.; Andrew W. Mellon Foundation, New York, NY.

Report No.—ISBN-0-8330-2496-5

Pub Date—1997-00-00

Note—363p.

Available from—RAND, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138; RAND 1333 H Street, N.W., Washington, DC 20005-4707; phone: 310-451-7002; fax: 310-451-6915; Internet: order@rand.org

Pub Type— Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change, *Economic Factors, *Educational Attainment, Elementary Secondary Education, Federal Legislation, Foreign Countries, Immigrants, *Immigration, Population Trends, Poverty, *Public Policy, State Legislation, Trend Analysis

Identifiers—*California, Mexico

This study attempts to fill a gap in information about the effects of immigration in California and the policy trade-offs it engenders. The study provides an assessment of 30 years of immigration in California, home to one-third of the nation's immigrants, including a profile of the changing character of immigrants and their effect on the state's population, economy, and public sector. The focus is on aspects of immigration that are most amenable to quantitative analysis, such as immigrants' characteristics, contributions to the economy, effects on other workers, demand for public services, and educational and economic success of immigrants and their children. Although the characteristics of immigrants have changed over the past 30 years, California's economy continues to benefit from immigration. However, the magnitude of current flows and the high number of poorly educated immigrants, combined with changes in the state's economy, have increased the costs of immigration to the state's public sector and to some native-born workers. More immigrants, at 1.8 million, entered California in the 1970s than in all prior decades together, and that number nearly doubled again in the 1980s. If the current trends that result in so many poorly educated immigrants continue, there will be serious long-term issues for California. This is especially apparent in the area of education, for immigrant children lag behind others at present and may continue to do so. Current policies for California need to address two issues in particular: illegal immigration and the special relationship between the United States and Mexico. In addition, the federal government should help the state with the impact of immigration. (Contains 30 figures, 86 tables, and 161 references.) (SLD)

ED 413 407 UD 032 002

Foster, Michele

Black Teachers on Teaching.

Report No.—ISBN-1-56584-320-7

Pub Date—1997-00-00

Note—188p.; Forward by Lisa D. Delpit.

Available from—New Press, 500 Fifth Avenue, New York, NY 10110 ($23).

Pub Type— Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Black History, *Black Teachers, *Educational Experience, Elementary Secondary Education, Interviews, Life Events, Minority Groups, *Racial Discrimination, Racial Identification, Rural Schools, *Teacher Attitudes, Teacher Role, *Teaching (Occupation), Urban Schools

The importance to the black community of teaching as a profession can be seen in reference material and other literature about blacks, but this book is unique in presenting the voices of black teachers themselves. The stories of 20 black teachers, born between 1905 and 1973, are told in their own voices. These 20 life interviews collect the experiences of black teachers and document the constraints and supports in their professional lives, as well as how their experiences have changed over their careers and over the years. All interviews covered the social, economic, and cultural milieus of the teachers' families and communities, their schooling and teaching experiences, and other aspects of their personal and professional lives. Only five of the narrators are men, but this approximates the percentage of male black teachers listed in the 1990 census. Eleven of these teachers grew up in urban communities, and 13 of the 20 taught in cities. The perspectives of these educators show that many teachers considered their pupils apt and intelligent learners, that they were committed and related well to students, and that they did not always try to imbue their students with traits like tractability that so often characterized the teaching of white Northern school teachers. (SLD)

ED 413 408 UD 032 003

Perry, Theresa, Ed.

Teaching Malcolm X.

Report No.—ISBN-0-415-91155-9

Pub Date—1996-00-00

Note—246p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001 (paperback: ISBN-0-415-91155-9, $17.95; clothbound, ISBN-0-415-91154-0).

Pub Type— Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Black History, Black Students, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Elementary Secondary Education, Higher Education, Literacy, *Role Models, *Teaching Methods, Thinking Skills, Urban Youth

Identifiers—African Americans, *Malcolm X

"The Autobiography of Malcolm X" continues to sell and to be read by Americans of all ethnic backgrounds, but for African American youth it has special meaning and can be seen as providing a powerful argument in favor of becoming literate. The selections in this collection explore teaching about Malcolm X and give educators the tools they need to integrate discussions about Malcolm X into discussions of history, politics, race, and culture. The selections included: (1) "Malcolm X: Make It Plain. The Documentary and Book as Educational Materials" (Judy Richardson and James Turner); (2) "'Forming the Habit of Seeing for Ourselves, Hearing for Ourselves, and Thinking for Ourselves.' Teaching Malcolm X to Third and Fourth Graders, an Integrated Approach" (Judith J. Richards); (3) "Don't Waste Your Life, Be Like Malcolm X" (Javier Brown); (4) "Never So Truly Free: Reading and Writing about Malcolm in the Community College" (Terry Meier); (5) "Teaching Malcolm X to Fifth and Sixth Graders" (Linda Mizell and Laraine Morin); (6) "What 'X' Really Means" (Jabari Brown); (7) "The Meaning of Malcolm: A Conversation with High School Students" (Facilitated by Valdir Barbosa); (8) "Reading Malcolm X with White Students" (Noel Ignatiev); (9) "For the Love of 'X': Teaching 'The Autobiography of Malcolm X' in an Urban High School Setting" (Sandra Dickerson); (10) "Malcolm and the Music" (Leonard Lewis Brown); (11) "Malcolm X and Black Rage" (Cornel West); (12) "The Continuing Crime of Black Imprisonment" (Steve Whitman); (13) "The Meaning of Malcolm X for Imprisoned Afrikans in the United States" (Owusu Yaki Yakubu); (14) "The Prerequisites of Whiteness: Lessons from 'The Autobiography of Malcolm X'" (Robert Lowe); (15) "Toasts, Jam, and Libation: How We Place Malcolm X in the Folk Tradition" (Imani Perry); (16) "Learning To Think for Ourselves: Malcolm X's Black Nationalism Reconsidered" (Patricia Hill Collins); (17) "His Name Is Malcolm" (Nikki Giovanni); (18) "Texts and Testimonies: Feminist Notes on the Liberation Narrative of Malcolm X" (Joyce Hope Scott); and (19) "Probing a Divided Metaphor: Malcolm X and His Readers" (Michael Eric Dyson). (SLD)

ED 413 409 UD 032 004

Sum, Andrew Mangum, Stephen deJesus, Edward Walker, Gary Gruber, David Pines, Marion Spring, William

A Generation of Challenge: Pathways to Success for Urban Youth. A Policy Study of the Levitan Youth Policy Network. Policy Issues Monograph 97-03.

Johns Hopkins Univ., Baltimore, MD. Sar Levitan Center for Social Policy Studies.

Spons Agency—National Council on Employment Policy, Washington, DC.

Pub Date—1997-06-00

Note—152p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Delivery Systems, *Disadvantaged Youth, *Dropouts, *Integrated Activities, Job Training, Labor Market, *Urban Youth, *Young Adults, Youth Programs

This report refers to a generation under challenge, meaning the 18-to-24-year-olds who have recently come of age in the United States. A significant part of this generation has fallen victim to a neglected past and may be overwhelmed by its future. The report argues for an integrated and comprehensive service delivery system that can make a difference in disconnected lives in the following chapters: (1) "Confronting the Demographic Challenge: Future Labor Market Prospects of Out-of-School Young Adults" (Andrew Sum, Neeta Fogg, and Neal Fogg); (2) "Investments in People Matter" (Stephen Mangum and Nancy Waldeck); (3) "Tales from the Bright Side: Conversations with Successful Graduates of Youth Employment Programs" (Edward deJesus); (4) "Out of School and Unemployed: Principles for More Effective Policies and Programs" (Gary Walker); (5) "Creative Resource Development: An Assessment of Potential in Selected Cities" (David Gruber); and (6) "Moving into the Mainstream: Making Connections for Disconnected Youth" (Marion Pines and Bill Spring). (Contains 17 tables and 1 chart.) (SLD)

ED 413 410 UD 032 052

Curwin, Richard L. Mendler, Allen N.

As Tough as Necessary. Countering Violence, Aggression, and Hostility in Our Schools.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-280-8

Pub Date—1997-00-00

Note—162p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (member price, $12.95; nonmember price, $15.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aggression, Behavior Problems, *Conflict Resolution, Discipline, Educational Change, Elementary Secondary Education, Interpersonal Relationship, *Prevention, *School Safety, Social Problems, *Teaching Methods, Urban Schools, Values, *Violence

This book presents a three-dimensional approach to handling hostility in the school that emphasizes methods of prevention, methods of action, and methods of resolution. Chapter 1, "The Problem of Violence," discusses the problem of violence in the schools and society, and considers how violence, aggression, and hostility have affected society and the schools. Chapter 2, "The Importance of Values and Principles," considers changing schools so that they promote, model, value, and teach according to principles and values. It recommends removing violent interventions that promote aggression and hostility and making nonviolent values the center of the entire school operating system. Chapter 3, "Strategies for the Teacher," outlines strategies for teachers to use to help students change their choices about aggressive feelings. These strategies address ways to perceive, treat, and teach students, with a focus on controlling violent student behavior, diffusing potentially violent situations, and teaching alternatives to violence. Chapter 4, "Teaching Students Alternatives to Violence," describes specific ways for students to control aggression and choose nonviolent choices for resolving problems. Chapter 5, "Creating Safe Schools: 25 Options for Increasing Safety," offers specific short-term and long-term steps to make schools safer from violence and provides 25 ways to address immediate safety issues facing schools. (Contains 6 figures and 97 references.) (SLD)

ED 413 411 UD 032 068

Puma, Michael J. Karweit, Nancy Price, Cristofer Ricciuti, Anne Thompson, William Vaden-Kiernan, Michael

Prospects: Student Outcomes. Final Report.

Abt Associates, Inc., Cambridge, MA.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Pub Date—1997-04-00

Note—114p.; For related document, see ED 361 466.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education, *Disadvantaged Youth, *Educational Change, Educational Improvement, Elementary Education, Elementary School Students, Federal Aid, Outcomes of Education, *Program Effectiveness, Program Evaluation, *Urban Schools

Identifiers—Education Consolidation Improvement Act Chapter 1, *Hawkins Stafford Act 1988

This report is one of a series presenting findings from "Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity." This study, conducted in response to the 1988 Hawkins-Stafford Amendments, was a major effort to examine the effects of Chapter 1 on student achievement and other school-related educational outcomes. Data were collected during school years 1991-1994 from nationally representative samples of students from grades 1, 3, and 7 in an initial sample of about 400 schools. An essential finding of an interim report was that Chapter 1, as it was configured in 1991 and 1992, was insufficient to close the gap in academic achievement between Chapter 1 students and their more advantaged peers. In the period covered by this study, the achievement gap remained a reality. There were some highly disadvantaged schools in which children performed better than students in other high-poverty schools, and these were characterized by school-wide Chapter 1 programs; greater use of tracking by ability; more experienced principals; lower rates of student and teacher mobility; a balanced emphasis on remediation and higher-order thinking in classroom instruction; and higher levels of community, parent, and teacher support for the school's mission. Chapter 1 did serve the students most in need of help, but its assistance was insufficient to close the achievement gap. This is not to say that Chapter 1 was not helpful, but it was not enough to bring its students up to par. Data from the Prospects study support earlier research findings that the characteristics of the individual student and family account for the largest part of the variation in student achievement as measured by test scores, but that schools do make an important contribution that can be enhanced. Three appendixes present characteristics of low and high poverty schools, characteristics of high-performing high-poverty schools, and a description of the Technical and Stakeholder Work Group for the study. (Contains 13 exhibits and 9 references.) (SLD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor —————— **Microcomputers**
Title —————— Public Education and Electronic Technologies.
ED 226 725 —————— **Accession Number**

Descriptor —————— **National Assessment of Educational Progress**
Title —————— Reading, Science, and Mathematics Trends. A Closer Look. ED 227 159 —————— **Accession Number**

Ability
Ability Estimates That Order Individuals with Consistent Philosophies.
ED 413 336

Ability Grouping
Multi Age/Ability: A Guide to Implementation for Kentucky's Primary Program.
ED 413 040

Abstinence
Implementing the Abstinence Education Provision of the Welfare Reform Legislation.
ED 413 323

Abstracts
Resources in Education (RIE). Volume 33, Number 3.
ED 412 329

Academic Accommodations (Disabilities)
Critical Support Services for College Students with Learning Disabilities.
ED 412 712

Academic Achievement
Academic Effectiveness of Allegheny County Middle Schools' Instructional Support Teams.
ED 412 580
Academic Self-Efficacy of Post-Secondary Students with and without Learning Disabilities.
ED 413 335
An American Imperative: Accelerating Minority Educational Advancement.
ED 413 387//
Center on Organization and Restructuring of Schools: Activities and Accomplishments, 1990-1996. Final Report.
ED 412 626
The CPI as a Predictor of Academic Success.
ED 412 463
A Descriptive Assessment of Accelerated Schools Instruction in the State of Texas.
ED 412 646
Developmental Assessment. Assessment Resource Kit(ARK).
ED 413 341//
Does Professional Community Affect the Classroom? Teachers' Work and Student Experiences in Restructuring Schools.
ED 412 634
A Dozen (or so) Suggestions for School Reform.
ED 412 640
Education Policy in Georgia: A Review of Legislation in the 1997 General Assembly.
ED 412 645
The Effects of HyperStudio on the Achievement of Seventh Grade Social Studies Students.
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Effects of Magnet Programs on Educational Achievement and Aspirations.
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Effects of Single Parenting on Adolescent Academic Achievement: Establishing a Risk and Protective Factor Framework.
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Falling Stars: The Valuing of Academic Achievement among African American, Latino, and White Adolescents.
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Follow-Up Study of Families in the Even Start In-Depth Study. Final Report.
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Head Start Success Stories: Accounts of Personal Achievements.
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Indicators of the Effectiveness of Developmental Course Placement Systems in College.
ED 413 359
Motivation and Achievement in Elementary Children.
ED 413 059
NAEP 1996 Science Report for Department of Defense Dependents Schools. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science Report for Department of Defense Domestic Dependent Elementary and Secondary Schools. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science State Report for Alabama. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science State Report for Arizona. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science State Report for West Virginia. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science State Report for Wisconsin. Findings from the National Assessment of Educational Progress.
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NAEP 1996 Science State Report for Wyoming. Findings from the National Assessment of Educational Progress.
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North Carolina Open-Ended Assessment. Grades 5 and 8. The 1996-97 Report of Student Performance.
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Performances. Assessment Resource Kit (ARK).
ED 413 338//

Policy and Practice in Adult Learning: A Case Study Perspective.
ED 412 371

Portfolios. Assessment Resource Kit (ARK).
ED 413 337//

Prospects: Student Outcomes. Final Report.
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Racial and Global Self Concept Effects on African American Achievement.
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ED 412 383

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ED 412 702

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ED 412 401
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Renewing the Academic Presidency: Stronger Leadership for Tougher Times. Report of the Commission on the Academic Presidency.
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Accountability and School Performance: Implications from Restructuring Schools. Final Deliverable.
ED 412 631
Bike Shops, Tumbling Teams, and Other Primary Supports: Opportunities for Learning and Civic Life. Final Deliverable to OERI. Draft.
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ED 412 513//

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MINNE-WI TESOL Journal, Volumes 13 and 14.
ED 412 771

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China: Higher Education Reform. A World Bank Country Study.
ED 412 861
Decentralization of Education: Legal Issues. Directions in Development.
ED 412 616
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ED 412 874

Publication Type Index

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On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996).
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Bilinguisme et biculturalisme: Theories et pratiques professionnelles. Actes du 2eme colloque d'orthophomie/logopedie (Neuchatel, 17-18 septembre, 1992). (Bilingualism and Biculturalism: Theories and Professional Practices. Colloquium on Orthophony/Logopedy (2nd, Neuchatel, Switzerland, September 17-18, 1992)).
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Coalition for Education in the Outdoors Research Symposium Proceedings (3rd, Bradford Woods, Indiana, January 12-14, 1996).
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Discours oraux—discours ecrits: quelles relations? Actes du 4eme colloque d'orthophoine/logopedie (Neuchatel, 3-4 octobre, 1996) (Oral Discourse—Written Discourse: What Is the Relationship? Proceedings of the Colloquium on Speech Therapy (4th, Neuchatel, Switzerland, October 3-4, 1996).
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Education, Training and Work. Research Findings and Conclusions. Seminar Papers. (Thessaloniki, Greece, November 14, 1996.) CEDEFOP Panorama.
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Information Rich but Knowledge Poor? Emerging Issues for Schools and Libraries Worldwide. Research and Professional Papers Presented at the Annual Conference of the International Association of School Librarianship Held in Conjunction with the Association for Teacher-Librarianship in Canada (26th, Vancouver, British Columbia, Canada, July 6-11, 1997).
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ED 412 727

Le traitement des donnees linguistiques non standard. (Actes des Rencontres Besancon-Neuchatel (Neuchatel, 29-30 janvier, 1993). (The Treatment of Non-Standard Linguistic Data). Proceedings of the Besancon-Neuchatel Conference (Neuchatel, Switzerland, January 29-30, 1993).
ED 412 725

The Many Faces of Rural Education. Proceedings of the Annual NREA Convention (89th, Tucson, Arizona, September 24-27, 1997).
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Moving Up to Complex Assessment Systems. Proceedings from the CRESST Conference (Los Angeles, CA, September 5-6, 1996).
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On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996).
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PIALA '95. Preservation of Culture through Archives and Libraries. Papers from the Annual Pacific Islands Association of Libraries and Archives Conference (5th, Colonia, Yap, Federated States of Micronesia, November 6-10, 1995).
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Policies for Families: Work, Poverty and Resources. Proceedings of Seminars Held in London (October 27 and 31, 1994).
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Proceedings of the Annual Meeting of the Southwest Society of Philosophy and History Education (44th, September 23-25, 1993, New Orleans, Louisiana).

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Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (16th, East Lansing, Michigan, October 15-17, 1997).
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Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (15th, Assisi, Italy, June 29-July 4, 1991), Volume 1.
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PTC Mid Year Seminar. Collection of Presentations (Yokohama, Japan, June 3-4, 1997).
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The Public's Information: Striking a Balance Between Access and Control: A Summary of Proceedings of the FLICC Forum on Federal Information Policies (Washington, DC, March 19, 1996).
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Reflections on Education and Race. Examining the Intersections. Select Addresses from the Public Education Network 1996 Annual Conference. A PEN Occasional Paper.
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Teachers, Teacher Education and Development: Report on an APEID Regional Meeting of Directors of Educational Research and Development Institutes in the Asia and the Pacific Region. Final Report of a Regional Meeting (July 7-15, 1997).
ED 413 308

Technology and Teacher Education Annual, 1997. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (8th, Orlando, Florida, April 1-5, 1997). Volumes I and II.
ED 412 921

Towards a History of Adult Literacy in Australia. A Record of the History of Adult Literacy Weekend (Armidale, New South Wales, Australia, November 12-13, 1994). Second Edition, Revised.
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Bilinguisme et biculturalisme: Theories et pratiques professionnelles. Actes du 2eme colloque d'orthophomie/logopedie (Neuchatel, 17-18 septembre, 1992). (Bilingualism and Biculturalism: Theories and Professional Practices. Colloquium on Orthophony/Logopedy (2nd, Neuchatel, Switzerland, September 17-18, 1992)).
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Building a Working Policy for Distance Education. New Directions for Community Colleges, Number 99.
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Communication et pragmatique interculturelles (Intercultural Communication and Pragmatics).
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Glossarium. Vocational Training. A Comparison of Concepts from 12 Member States of the European Union in 9 Languages.

ED 412 399

Identification and Validation of Prior and Informal Learning. Experiences, Innovations and Dilemmas. Discussion Paper = Ermittlung und Validierung von fruher bzw.informell erworbenen Kenntnissen. Erfahrungen, Innovationen, Probleme. Diskussionspapier = Identification et validation de l'apprentissage anterieur et informel. Experiences, innovations et problemes. Document de discussion. CEDEFOP Panorama.

ED 412 397

Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exito: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

ED 412 714

Keys to the Future: A Handbook for Parents of Children with Disabilities [and] Las Llaves para el Futuro: Un Libro para los Padres de Ninos con Problemas de Desarrollo.

ED 412 715

On JALT96: Crossing Borders. Proceedings of the Annual JALT International Conference on Language Teaching and Learning (23rd, Hiroshima, Japan, November 1996).

ED 412 750

Perspektiven der angewandten Linguistik (Perspectives in Applied Linguistics).

ED 412 735

Policy Guidelines for Medium-Term Priorities 1997 to 2000 = Politische Leitlinien fur die mittelfristigen Prioritaten von 1997 bis 2000 = Orientations de politique concernant les priorites a moyen terme de 1997 a l'an 2000.

ED 412 390

Psychologie des discours et didactique des textes (Psychology of Discourse and the Teaching of Texts).

ED 412 734

Recognizing Family Dynamics: Community and Professional Actions Inspired by the Think and Act Family Guide = Reconnaitre la dynamique familiale: des actions communautaires et professionnelles inspirees par le guide penser et agir famille).

ED 413 092

Sectoral Training Systems in a Knowledge Economy. Discussion Paper = Sektorale Ausbildungssysteme in der Wissensgesellschaft. Diskussions papier = Les systemes sectoriels de formation dans une economie de la connaissance. Document de discussion. CEDEFOP Panorama.

ED 412 398

Travaux du laboratoire de traitement du langage et de la parole (Laboratory Work in the Treatment of Language and Linguistics).

ED 412 726

Varia. (Miscellany).

ED 412 729

Clearinghouse Number/ED Number Cross-Reference Index

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JC – Community Colleges
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SP – Teaching and Teacher Education
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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors.*

Academic Senates (Colleges)
USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

Alternate Day Block Scheduling
USE ALTERNATE DAY SCHEDULES
and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES *Dec. 89*
SN (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

AMERICAN DREAM *Jan. 96*
SN The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

BEGINNING PRINCIPALS *Aug. 97*
SN Certified administrators entering their initial career position as executive or administrative officer of a school
UF First Year Principals

BENCHMARKING *Feb. 98*
SN Systematically measuring and comparing the operations and outcomes of organizations, systems, processes, etc., against agreed upon "best-in-class" frames of reference

BEREAVEMENT *Jun. 96*
SN Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

BIRTHS TO SINGLE WOMEN *Dec. 95*
UF Illegitimacy
Illegitimate Births (1967 1995)
Nonmarital Childbirth
Out of Wedlock Births
Single Mother Births
Unmarried Mother Births

BLOCK SCHEDULING *Aug. 96*
SN An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")
UF Block Time Teaching (former UF of "Time Blocks")

BRAIN *Sep. 97*
UF Brain Research

CAREER ACADEMIES *Aug. 95*
SN Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers
UF High School Academies (Career Development)
Job Training Academies
Partnership Academies (School and Business)
Vocational Academies

CASE METHOD (TEACHING TECHNIQUE) *Dec. 97*
SN The practice of using cases as a pedagogical tool in fields such as law, business, medicine, and education—cases may include real and imagined scenarios, critical incident analysis, case studies, vignettes, and anecdotal accounts
UF Case Based Instruction
Case Study Approach (Teaching)

CASE STUDIES *Apr. 70*
SN (Scope Note Changed) Detailed analyses, usually focusing on a particular problem of an individual, group, or organization (note: do not confuse with "Medical Case Histories"—as of Dec97, use "Case Method (Teaching Technique)" for case-based instruction—as of Oct81, use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

CENTRAL OFFICE ADMINISTRATORS *Feb. 98*
SN School district administrators, responsible to the superintendent and board of education for such areas as curriculum, personnel, budget, assessment, student services, and community relations (occasionally may be interpreted to include the superintendent and board of education)

CHARTER SCHOOLS *Oct. 95*
SN Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and dropout rates

CHILDRENS WRITING *May 95*
SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

CLASSICAL LITERATURE *Jul. 66*
SN (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

CLASSICS (LITERATURE) *Aug. 96*
SN Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")
UF Literary Classics

Cocaine Prenatal Exposure
USE COCAINE
and PRENATAL DRUG EXPOSURE

Collaborative Teaching
USE TEAM TEACHING

COMPREHENSIVE SCHOOL HEALTH EDUCATION *Nov. 95*
SN Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse
UF Comprehensive School Health Programs

CONCEPT MAPPING *Nov. 96*
SN The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

CONJUNCTIONS *Sep. 96*
SN Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

Crack Babies
USE CRACK
and PRENATAL DRUG EXPOSURE

CULTURAL RELEVANCE *May 95*
SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")
UF Relevance (Cultural)

CULTURALLY RELEVANT EDUCATION *May 95*
SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)
UF Culturally Appropriate Education
Culturally Responsive Education
Culture Based Curriculum

DENIAL (PSYCHOLOGY) *Nov. 97*
SN Refusal or inability to accept painful or difficult realities

DEWEY DECIMAL CLASSIFICATION *Oct. 97*
SN Widely used hierarchical system for classifying library materials, devised by Melvil Dewey in 1873 and revised many times since then, that divides knowledge into ten 3-digit numeric subject classes, with further specification expressed by numerals following decimal notation
UF Decimal Classification (Dewey)
DDC (Classification)

DISSECTION *Oct. 96*
SN Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

DIVERSITY (FACULTY) *Aug. 97*
SN Variation within a faculty population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DIVERSITY (STUDENT) *Aug. 97*
SN Variation within a student population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DOCUMENT DELIVERY *Nov. 95*
SN Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

DROUGHT *Nov. 95*
SN Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

EARLY IDENTIFICATION *Jun. 96*
SN Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE Identification" was carried in the Thesaurus)
UF Early Diagnosis
Early Detection (former UF of "Identification")

ELECTRONIC JOURNALS *Aug. 96*
SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)
UF Electronic Magazines
Online Journals

ELECTRONIC LIBRARIES *Sep. 96*
SN Services and collections of information made accessible through computer networks—includes services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images
UF Digital Libraries
Virtual Libraries

EMERGENT LITERACY *Mar. 96*
SN The early stages of learning to read and write — an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)
UF Early Literacy

EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible—see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")
UF Personal Empowerment
Self Empowerment

ENGLISH ONLY MOVEMENT *Dec. 95*
SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)

ENGLISH TEACHERS *Sep. 95*
SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)

EUTHANASIA *Oct. 97*
SN Inducing the death of persons or animals suffering from incurable conditions or diseases (note: related Identifiers are "Assisted Suicide" and "Right to Die")
UF Mercy Killing

Faculty Senates (Colleges)
USE COLLEGE GOVERNING COUNCILS
(unqualified use reference "Faculty Senates" was deleted)

FAMILY ENGLISH LITERACY *May 97*
SN English literacy for limited-English-proficient and non-English-speaking families — family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs — otherwise, use "Family Literacy")

FAMILY LITERACY *May 97*
SN Literacy for all family members — family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)
UF Child Parent Literacy
Parent Child Literacy

FAMILY NEEDS *Jun. 96*
SN Conditions or factors necessary for optimal function, development, or well-being of families

FEMINIST CRITICISM *Sep. 96*
SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)

FLOODS *Nov. 95*
SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater

FOCUS GROUPS *May 96*
SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results
UF Focused Group Interviews

Government Policy
USE PUBLIC POLICY

GRAPHING CALCULATORS *Jun. 97*
SN Calculators capable of producing animated graphing sequences based on mathematical formulas (note: prior to Jun97, the Identifier "Graphing Utilities" was commonly used to index this concept)

Hands on Learning
USE EXPERIENTIAL LEARNING

HANDS ON SCIENCE *Dec. 95*
SN Science activities and programs that require active personal participation

HEALTH MAINTENANCE ORGANIZATIONS *Nov. 95*
SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")
UF HMOs
Managed Care (HMOs)

HISTORIANS *Nov. 96*
SN Scholars or writers of chronological accounts of human events

HONESTY *Nov. 97*
SN Truthfulness — freedom from deceit or fraud
UF Dishonesty
Truthfulness

HOUSEWORK *Nov. 96*
SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")
UF Household Chores
Housekeeping (Households)

HURRICANES *Nov. 95*
SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)
UF Tropical Cyclones
Typhoons

Illegitimate Births (Del Dec95)
USE BIRTHS TO SINGLE WOMEN

INTERNET *Feb. 96*
SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)
UF Electronic Superhighway
Information Superhighway

JAPANESE CULTURE *Mar. 96*

JOURNAL ARTICLES *Jun. 96*
SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)
UF Articles (Journals)
Magazine Articles
Periodical Articles

JOURNALISM RESEARCH *Sep. 95*
SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

KEYWORDS *Sep. 96*
SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise Identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)")
UF Key Word Access Points

Language Evolution
USE DIACHRONIC LINGUISTICS

LANGUAGE MINORITIES *Aug. 96*
SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)
UF Linguistic Minorities
Minority Language Groups

LIBRARY ADMINISTRATION *Sep. 75*
SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network

LIBRARY ADMINISTRATORS *Aug. 96*
(former UF of "Library Administration")
SN Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)

LIBRARY DIRECTORS *Aug. 96*
SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs
UF Head Librarians

LIMITS (MATHEMATICS) *Jun. 97*
SN The minimum and maximum points of variable x—also, the values approximated by a function f(x) as the independent variable x approaches a specific value, usually associated with calculus

MANDATORY CONTINUING EDUCATION *May 97*
SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification

MANDATORY RETIREMENT *Jun. 96*
SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract
UF Compulsory Retirement

MAORI *Sep. 96*
SN Language of the indigenous Polynesian people of New Zealand

MAORI (PEOPLE) *Sep. 96*
SN Indigenous Polynesian people of New Zealand

Mapping (Cartography)
USE CARTOGRAPHY
(unqualified use reference "Mapping" was deleted)

MATHEMATICS ACTIVITIES *Aug. 97*
SN Methods of mathematics instruction that usually involve some participation by students — may include projects outside the school

MATHEMATICS HISTORY *Feb. 97*
SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians

MAYA (PEOPLE) *Aug. 97*
SN Indigenous people of Guatemala, Belize, southern Mexico, and the Yucatan peninsula (note: see also the Identifier "Mayan Civilization")
UF Mayans

NATIONAL PARKS *Sep. 96*
SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study

NATIONAL STANDARDS *Nov. 97*
SN Guidelines, requirements, and other specifications that are enacted and administered, publicly or privately, at the national level (note: see also Identifiers for specific national educational standards, cross-indexed under "National Standards..." in the Identifier Authority List)
UF National Skill Standards

NATIONAL TEACHER CERTIFICATION *Dec. 95*
SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)
UF National Certification (Teaching)

NAVIGATION *Jul. 66*
SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)

NAVIGATION (INFORMATION SYSTEMS) *Jan. 97*
SN The process of finding one's way around the contents of a database or hypermedia-based program — navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them

NURSERY RHYMES *Dec. 95*
SN Short rhymed poems or songs for children that often tell a story
UF Mother Goose Rhymes

Nutrient Deficiencies
USE NUTRITION

Nutritional Deficiencies
USE NUTRITION

OLDER WORKERS *Jul. 97*
SN Personnel, aged 40+, employed full- or part-time (note: for specificity, coordinate with appropriate age-level Descriptors—"40+" in definition is per Age Discrimination in Employment Act of 1967 (U.S.))

OLYMPIC GAMES *Aug. 89*
SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")

OTITIS MEDIA *Nov. 96*
SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases
UF Ear Infections (Middle Ear)
Middle Ear Disease

OUTCOME BASED EDUCATION *Aug. 95*
SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results
UF OBE
Outcomes Based Education
Results Based Education

PACIFIC ISLANDERS *Jan. 96*
SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate— see also the geographic Identifiers "Pacific Islands" and "Oceania")

PAPAGO *Jul. 66*
SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'Odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'Odham, the Papago and Pima word for "people"

PARENT EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for parents

PARENTS WITH DISABILITIES *Apr. 96*
SN Parents who have a disability or impairment of any type
UF Disabled Parents

PERFORMANCE BASED ASSESSMENT *Apr. 96*
SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr96, the Identifier "Performance Based Evaluation" was used to index this concept)
UF Performance Assessment (Higher Order Learning)
Performance Based Evaluation

PERFORMANCE TESTS *Jul. 66*
SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Nonverbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)
UF Performance Assessment (Skilled Bodily Movements)

PETS *Mar. 96*
SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")
UF Companion Animals

Physical Self Concept
USE BODY IMAGE

POLITICAL CORRECTNESS *Jun. 96*
SN The attempt in communication or other activity to be inoffensive and inclusive— may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")
UF Politically Correct Communication

POPULAR EDUCATION *Feb. 97*
SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)
UF Peoples Education

POPULAR MUSIC *Jan. 96*
SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)
UF Pop Music

POSTTRAUMATIC STRESS DISORDER *Oct. 95*
SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment
UF Post Traumatic Stress Syndrome
Posttraumatic Neurosis
PTSD

PRENATAL DRUG EXPOSURE *Oct. 96*
SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use
UF Drug Exposure in Utero
Fetal Drug Exposure
Prenatal Exposure to Drugs

PRENATAL INFLUENCES *Aug. 68*
SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)

PUBERTY *Dec. 95*
SN Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")

Putonghua
USE MANDARIN CHINESE

RAINFORESTS *Apr. 95*
SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)
UF Rain Forest Preserves
Temperate Rainforests
Tropical Rainforests

READING MOTIVATION *Nov. 95*
SN The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose

RECIPES (FOOD) *Sep. 96*
SN Instructions and ingredients for preparing food dishes

RESILIENCE (PERSONALITY) *Sep. 97*
SN The ability to withstand and move beyond difficult life situations

RHYME *May 97*
SN Correspondence of sounds among words or lines of verse
UF Rime (Sound)

Rundi
USE KIRUNDI

SCHOOL CULTURE *Feb. 96*
SN Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community

SELF ADVOCACY *Jan. 97*
SN The process of exercising, defending, and promoting one's rights — most often refers to people with disabilities speaking and acting on behalf of themselves

Self Centeredness
USE EGOCENTRISM

Semiology
USE SEMIOTICS

SERVICE LEARNING *Mar. 96*
SN Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")
UF Community Service Learning

Silent Speech
USE INNER SPEECH (SUBVOCAL)

Social Context
USE SOCIAL ENVIRONMENT

SOCIOLOGISTS *Feb. 96*
SN Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society

STATISTICAL SIGNIFICANCE *Mar. 80*
SN (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance" — usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)

STUDENT EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for students

TEACHER COLLABORATION *May 96*
SN An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals
UF Collaborative Teachers
Teacher Cooperation

TEACHER EMPOWERMENT *Jul. 96*
SN Promotion or attainment of autonomy and freedom of choice for teachers

TEACHER RESEARCHERS *Nov. 97*
SN Teachers who engage in educational research, generally to improve their own classroom practices
UF Teachers as Researchers

TEACHER SURVEYS *Oct. 97*
SN Studies in which data are gathered from teachers on their attitudes, interests, activities, characteristics, etc. (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

TEACHERS WITH DISABILITIES *Apr. 96*
SN Teachers who have a disability or impairment of any type
UF Disabled Teachers

TECH PREP *Mar. 95*
SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field
UF Two Plus Two Tech Prep

TIME BLOCKS *Jul. 66*
(now a narrower term of "Time")
SN (Scope Note Added) (Note: prior to Aug96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

Timetables
USE SCHEDULING

Timetables (School)
USE SCHOOL SCHEDULES

TOHONO O ODHAM PEOPLE *Dec. 95*
SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)
UF Papago (Tribe)

TORNADOES *Nov. 95*
SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

TRANSFER RATES (COLLEGE) *Jan. 98*
SN Percentages of students who have transferred from one institution of higher education to another (calculation varies, depending on the definition of transfer utilized)
UF College Transfer Rates

Two Plus Two Tech Prep Associate Degrees
USE ASSOCIATE DEGREES
and TECH PREP

VIRTUAL REALITY *Aug. 96*
SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

Viracnon
USE BIKOL

WALKING *Jul. 97*
SN (Note: see also the Identifier "Hiking")

WORKPLACE LITERACY *Feb. 96*
SN Reading, writing, computation, and communication skills performed in the context of job tasks
UF Job Literacy
Job Related Literacy
Occupational Literacy

WORLD WIDE WEB *Jun. 96*
SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer
UF Web (The)
WorldWide Web Service
WWW

Writing Development
USE WRITING (COMPOSITION)

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